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ABSTRACT

This report focuses on resource-based learning programs and describes ways in which such programs can (1) provide for students' individual differences in learning rate and style; (2) maximize opportunities for exceptional students; and (3) familiarize students with the use of a wide range of learning materials, including modern technology. The relationship of resource-based learning to the library resource center is also described, and the role of the principal in developing programs and as a curriculum leader and change agent are examined. The roles of both the classroom teacher and the teacher-librarian in cooperatively planning, implementing, and evaluating resource-based programs are described, with emphasis placed on the need to teach students the library/learning skills required to use resources effectively in the context of classroom learning needs, not as isolated library skills lessons. The last section outlines the assistance that centralized resource services can provide at the board or district level. An annotated bibliography covers the library resource center, the teacher-librarian's role, the use of media in learning programs, learning skills, and curriculum design. Additional ministry documents and Canadian periodicals are also listed. (LMM)

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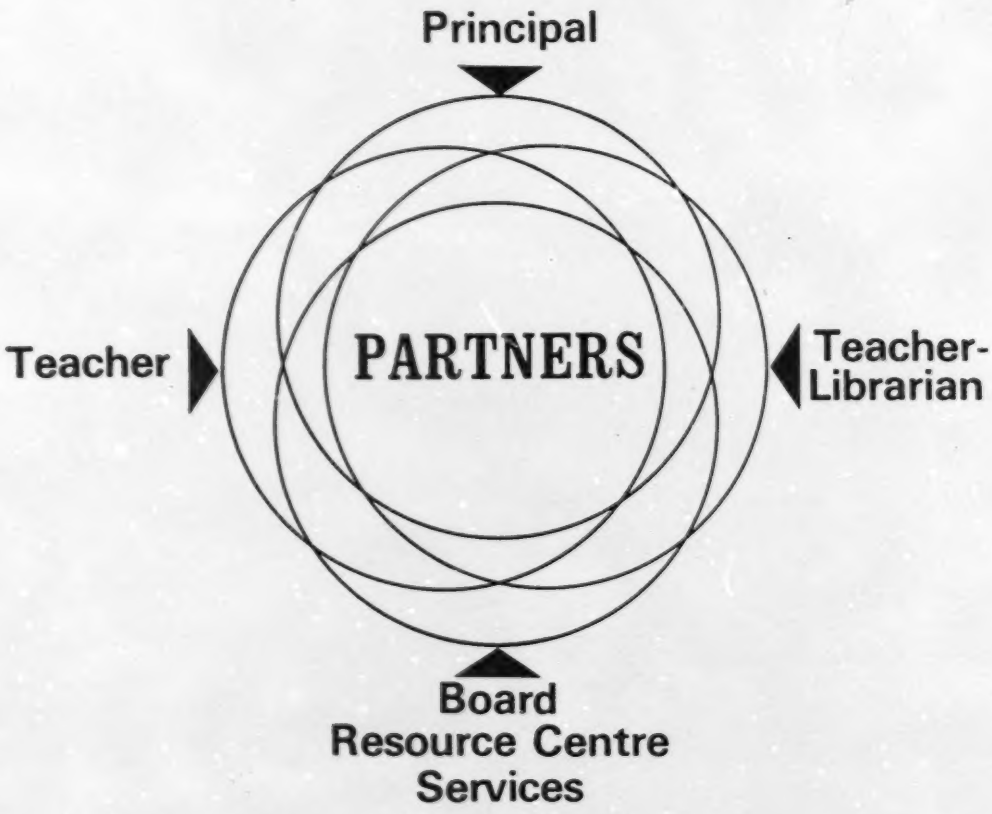

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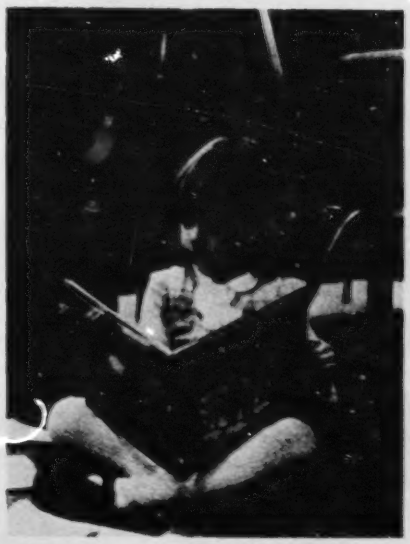


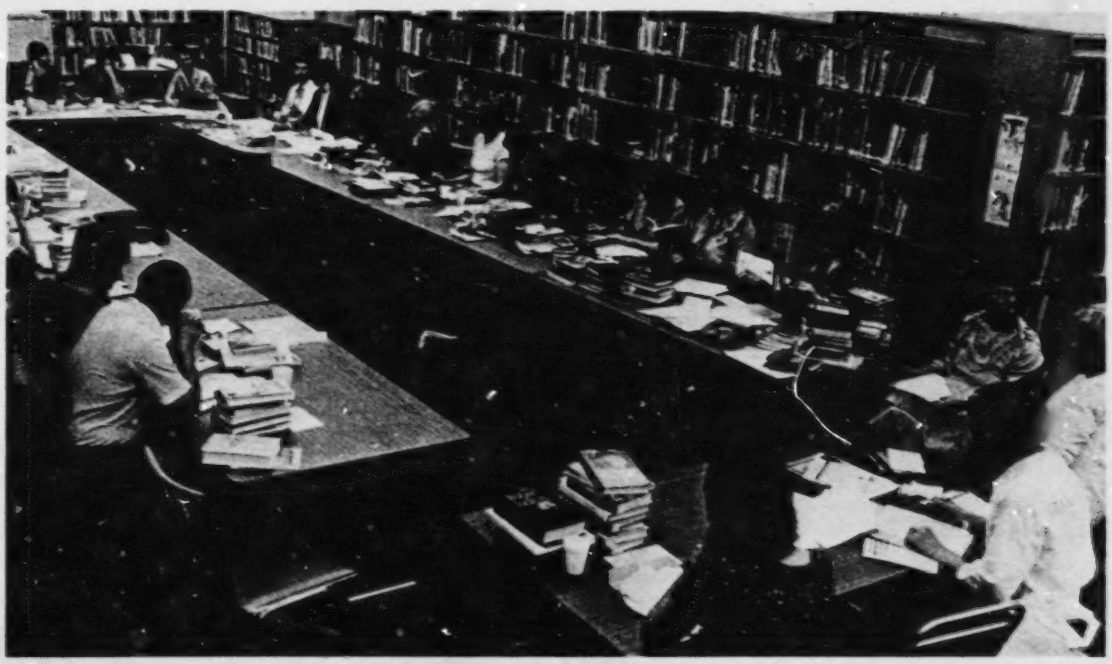
Introduction

This resource guide is designed to help educators use library resource centres effectively in implementing the program expectations of *The Formative Years*, *Circular H.S.1*, and the various subject guidelines. The success of the library resource centre depends to a large extent on the degree of co-operation among all participants in the educational enterprise.

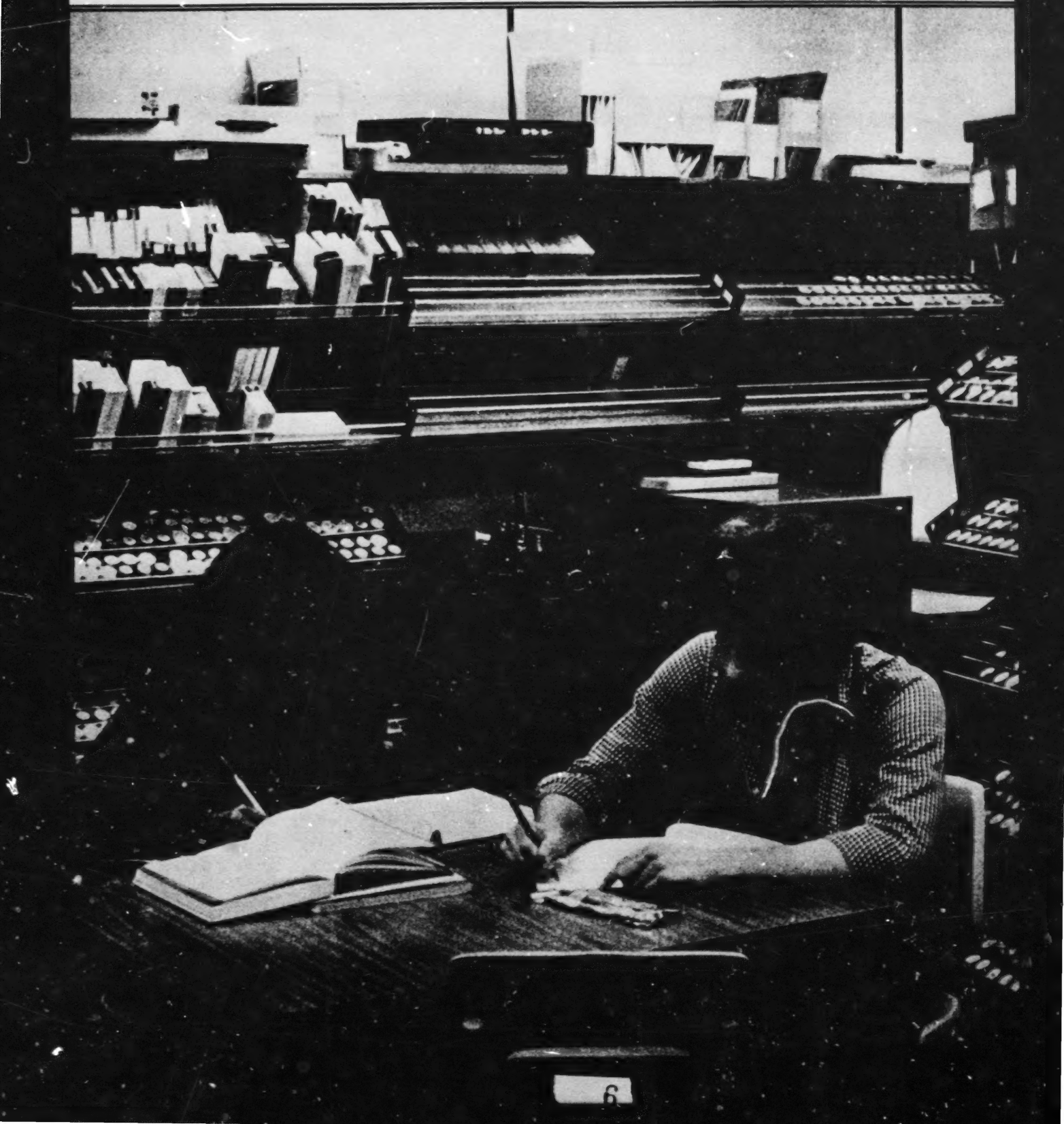
This document focuses on three of the participants – the principal, the classroom or subject teacher, and the teacher-librarian.* It attempts to show how their partnership in a school can lead to the creation of resource-based programs which promote learning through active inquiry, the mastery of learning skills, the development of language proficiency, and the appreciation of media. The provision of such programs is the basic rationale for a school partnership and the underlying theme of this document.

Sections of particular interest to teachers, principals, and teacher-librarians are included. Suggestions are offered on how to extend the partnership to involve such valuable team members as the board's learning resources co-ordinator and/or consultants. Cross references direct the reader to other sections of the guide that may be of interest. Because many topics can only be introduced or reviewed in this document, sources for further investigation are included.

*Although some schools have more than one teacher-librarian, in general the singular form of this term has been used in this document.



1. Resource-Based Learning



Rationale

Resource-based learning refers to planned educational programs that actively involve students in the meaningful use of a wide range of appropriate print, non-print, and human resources. Such programs are designed to provide students with alternative learning activities; the selection of activities and learning resources, the location of the activities, and the expectations for a particular student depend on the objectives established for that student.

A rationale for resource-based learning may be derived from the following two Ministry of Education statements:

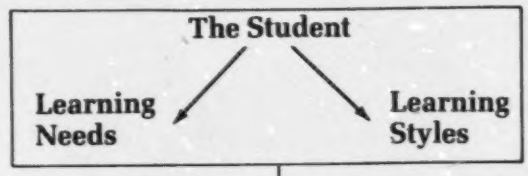
> *Recognizing the diversity of individual abilities and interests, the Ministry views the learner as an active participant in education who gains satisfaction from the dynamics of learning. The concept of the learner as a mere processor of information has been replaced by the image of a self-motivated, self-directed problem-solver, aware of both the processes and uses of learning and deriving a sense of self-worth and confidence from a variety of accomplishments.*
>
> From Ontario, Ministry of Education and Ministry of Colleges and Universities, *Issues and Directions* (Toronto: Ministry of Education and Ministry of Colleges and Universities, Ontario, 1980), p. 2.

> *Teaching and learning are based on a process of continual interaction in which teacher and child are partners. For learning to be effective, the one who makes the first move must find the other ready to respond. The child will indicate his or her needs, readiness, and capacity through questions and behaviour; the teacher must be prepared to respond or to initiate and motivate appropriate learning activities. In either case, the teacher must take responsibility for the general purpose and direction of learning by building variety and choice into the learning sequence and materials.*
>
> From Ontario, Ministry of Education, *Education in the Primary and Junior Divisions* (Toronto: Ministry of Education, Ontario, 1975), p. 17.

Resource-based learning is an ideal means of fulfilling the goals of education for Ontario. As stated on pages 4–7 of *Issues and Directions*, these goals of education are designed to help each student develop:

- *a responsiveness to the dynamic process of learning;*
- *resourcefulness, adaptability, and creativity in learning and living;*
- *the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols;*
- *physical fitness and good health;*
- *satisfaction from participating and from sharing the participation of others in various forms of artistic expression;*
- *a feeling of self-worth;*
- *an understanding of the role of the individual within the family and the role of the family within the society;*
- *skills that contribute to self-reliance in solving practical problems in everyday life;*
- *an acceptance of personal responsibility in society at the local, national, and international levels;*
- *esteem for the customs, cultures, and beliefs of a wide variety of societal groups;*
- *skills and attitudes that will lead to satisfaction and productivity in the world of work;*
- *respect for the environment and a commitment to the wise use of resources;*
- *values related to personal, ethical, or religious beliefs and to the common welfare of society.*

Resource-based learning is a concept that provides the teacher with a holistic approach for designing curriculum and acts as a bridge between Ontario's goals for education and the classroom program. Teachers may select from a wide range of *learning activities, locations* or *facilities*, and resources to create curriculum plans that actively involve the participants. Choices from these three components are made by the teacher in response to the learning needs and styles of individual students. This is illustrated in the accompanying diagram.

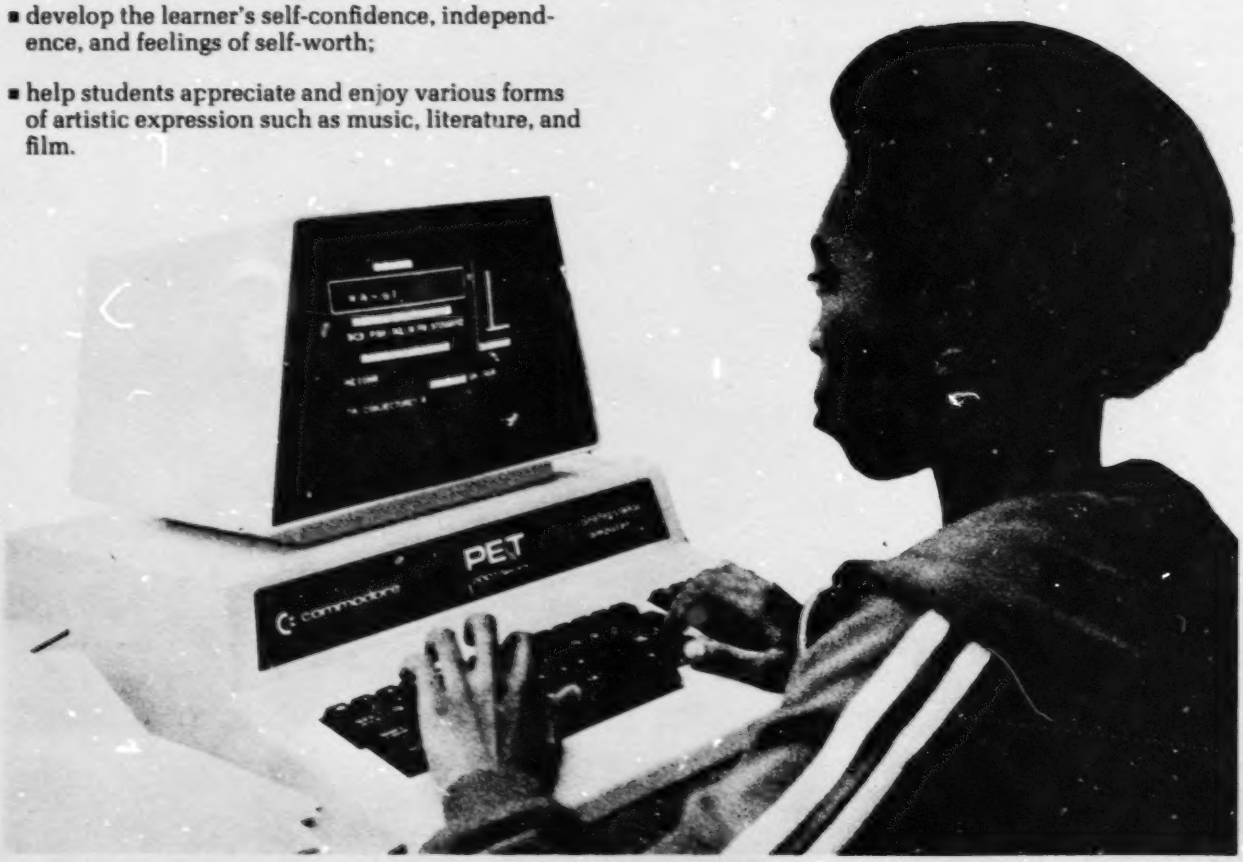


Learning Activities	Locations/Facilities	Learning Resources	
Think	Classroom	Textbooks	Posters
Discuss, speak, debate	Science laboratory, art room, industrial shops	Workbooks, duplicated materials	Cartoons
Read	Music room, drama room	Books (paperbound and hardbound)	Puppets
Write	Gymnasium	Encyclopedias and almanacs	Games
Listen	Library resource centre	Magazines, newspapers	Dolls
Interview	Student services office	Government documents	Models, dioramas
Take notes	Board-operated resource centre, other schools	Archival material	Collections, specimens
Draw, paint	Home	8 mm films	Flannel-board materials
Construct	Zoo	Television programs	Chalkboard materials
Photograph	Community businesses	Radio programs	Magnetic-board materials
Exhibit	Public library, college or university library	Recordings (tape and disc)	Multi-media kits
Graph, chart, map	Museum	Videodiscs	Letters, diaries
Demonstrate	Shopping centre	Study prints	Artifacts
Experiment	Theatre	Drawings and paintings	Drawing and construction materials
Solve problems	Art gallery	Slides	Data bases, computer software
Collect	Farm	Transparencies	Photographs
Observe	Industrial plants	Filmstrips	Topographic maps
Travel	Other parts of Canada	Microfilm	Aerial photographs
Record	Foreign countries	Microfiche	People
Videotape		Maps, globe	Small animals
Dramatize		Graphs, charts, diagrams	
Sing, dance			
Compute			
Work (experience)			

Adapted from James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, *A.V. Instruction: Media and Methods*, 3rd ed. (New York: McGraw-Hill, 1969), pp. 31 and 33.

The goal of resource-based learning is to offer choices for the partners in curriculum planning. Educational programs that involve the use of a wide variety of resources to satisfy specific curriculum objectives can:

- provide for individual differences in rate and style of learning;
- maximize opportunities for exceptional students;
- provide opportunities for creativity;
- communicate factual content and enhance the learning of facts and concepts through oral, pictorial, and written clues;
- motivate students to acquire the skills required for independent and lifelong learning;
- familiarize students with the use of modern technology as a learning tool;
- provide a link between the classroom and the outside world;
- develop the learner's self-confidence, independence, and feelings of self-worth;
- help students appreciate and enjoy various forms of artistic expression such as music, literature, and film.



Relationship of Resource-Based Learning to the Library Resource Centre

Teachers come regularly to the library to gather materials needed for their classes and to develop curriculums. They also seek materials that will aid their personal growth and development as teachers. Students enter enthusiastically to study, research, talk or to explore a variety of sources of information in multimedia form. Parents use the library resources and borrow materials to find information that will help them better understand their own children.

From Robert E. Rubinstein, "Service: the Library's Name and Game", *Media and Methods* 18 (October 1981), p. 8.

The library resource centre provides an ideal workplace for students to apply theoretical and abstract concepts learned in the classroom. As well, its resources can be the beginning point for concrete experiential learning from which general principles can be deduced.

In resource-based programs students and teachers require access to a wide variety of print and nonprint learning resources that have been carefully selected with the educational needs of the school program in mind. A centralized learning resource collection permits the school's resources to serve different audiences and be used in a number of teaching situations. In order to facilitate maximum use of materials and ease of information retrieval, the resource collection must be organized in a logical manner with a library catalogue and indexes available for the use of the students and school staff.

Because no school library collection can totally meet the information requirements of a truly resource-based program, the school's learning resources need to be augmented and supported through interlibrary loans and the sharing of resources available within the board and the local community. Modern technology is now making it possible for school libraries to also be linked to large information data bases.

Resource-based programs cannot be successful unless students master the learning and research skills necessary to use materials effectively. A cooperatively developed, sequential program for teaching these skills can ensure that students learn the skills in the context of meaningful curriculum-related activities. This suggests the need for a teacher-librarian, who not only is a learning-materials specialist, but is also able to work with teachers as a partner in the total curriculum process.

Action Through Interaction

What is needed is the frequently called-for partnership between the teacher and the librarian. Librarians would still have a teaching role (in class situations at a specialized subject level and outside of it in a tutorial basis), but in tandem with the instructor, so that students could achieve and maintain a basic proficiency in library use throughout and beyond their in-school years.

From John Lubans (ed.), *Progress in Educating the Library User* (New York: R.R. Bowker, 1978), p. 3.

The principal, teacher, and teacher-librarian share a common bond in that they are all teachers who have a commitment to provide successful learning experiences for students. Each of these partners brings particular skills, knowledge, and responsibilities to the educational enterprise.

The teacher has a responsibility to be knowledgeable about the content and appropriate methodologies of particular subjects and to identify and meet the specific learning needs of each student. The principal's major responsibilities are to provide curriculum leadership and to manage the operation of the school. The teacher-librarian is responsible for the selection, organization, administration, and appropriate use of learning resources. This necessitates working with the principal, teachers, board consultants, and outside agencies to ensure that the resource centre adequately serves the school's educational program.

The task of developing a partnership within the school requires a thorough understanding of team teaching, effective and open communication, and empathy. The partners need to know and respect each other's skills, philosophy of education, and responsibilities. The sharing of ideas, creative brainstorming, consensus, and common sense are all important elements of a successful partnership.

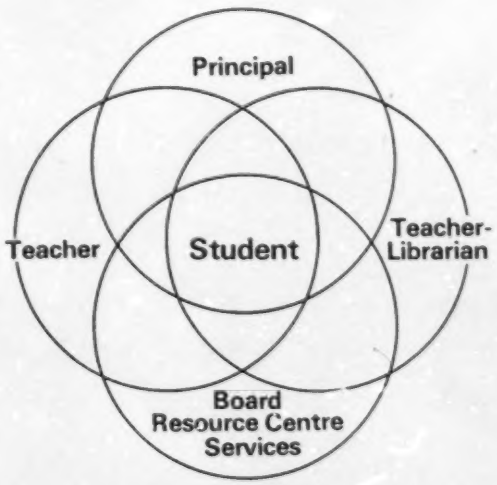
In order to develop a working partnership, each participant needs:

- a belief that the personalizing and individualizing of programs for students are essential to the development of lifelong learners and self-confident, resourceful citizens;
- an understanding of the impact that learning resources can have on learning;
- a willingness to use the variety of resources that are available from within the school and the community;
- an understanding of various teaching techniques, including a willingness to experiment and try new or alternative methods;
- an understanding of how technology can be used to advantage in meeting many learning needs and in helping to personalize and individualize both the instruction and the learning experiences designed for students;
- a positive attitude towards innovations and change;
- a desire to become involved in co-operative planning, teaching, and evaluation;
- a willingness to communicate openly and effectively;
- a willingness to know and respect each other's skills, knowledge, and responsibilities.

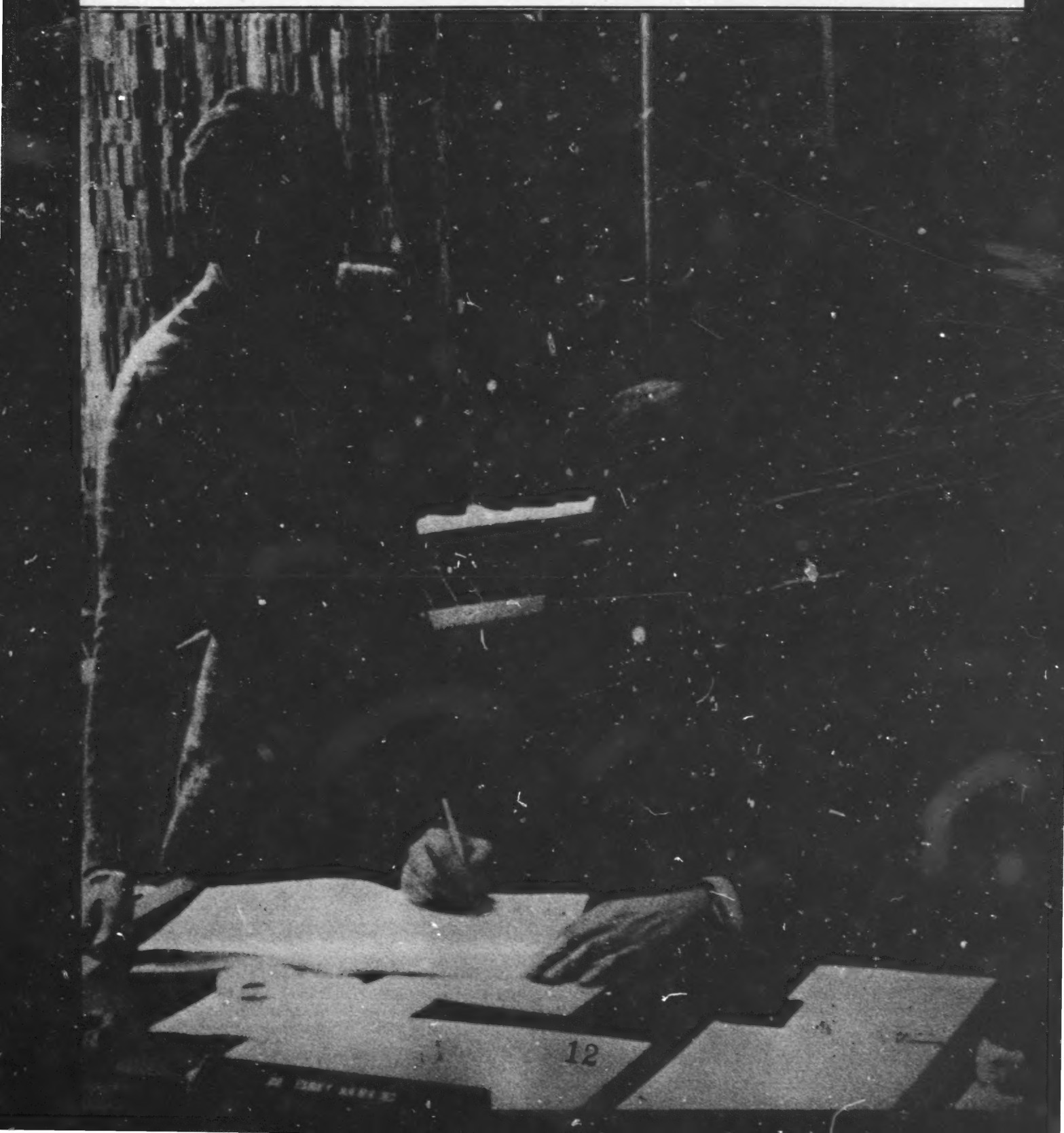
During the implementation of resource-based programs, the principal, the classroom teacher, the teacher-librarian, and board media personnel become involved in a number of continuous interactions, all of which take place in an environment of communication, co-operation, and support.

- The classroom teacher and the teacher-librarian interact as they implement the school curricula by designing appropriate learning experiences for students and by determining the best teaching approaches to use in meeting specific curriculum objectives.
- The classroom teacher and the teacher-librarian interact with the students to provide instruction, guidance, and learning activities to meet the needs of the students, the objectives of the curriculum, and the goals of the school.
- The students interact with the teacher and the teacher-librarian as they respond to the instruction, guidance, and teaching approaches provided.

Teaching and learning resource materials play a central and vital role in all of these interactions. The library resource centre in each school cannot be expected to provide all of the resource materials required by students, teachers, the teacher-librarian, and the principal. Some resource materials are too costly or too specialized for the individual school to purchase. In such cases, the services of the board-operated resource centre can be used to help satisfy the needs of each school's resource-based programs.



2. The Principal's Role



Leadership Responsibilities

> *It is the duty of a principal of a school, in addition to his duties as a teacher, . . . to develop co-operation and co-ordination of effort among the members of the staff of the school.*
>
> From Education Act, 1981, Section 236 (b).

The principal is the key person in the development of working partnerships among members of a school's staff. As an administrator responsible for the overall operation of the school and its program, the principal must be knowledgeable about resource-based programs and the role that the library resource centre plays in their success. The principal uses management and interpersonal skills necessary for team building. With an attitude of enthusiastic support for the establishment of the partnership and respect for the participants, the principal can establish a climate in the school for co-operation, experimentation, and growth. The principal's leadership role can be illustrated through the following scenarios:

- A Grade 2 teacher and the teacher-librarian have co-operatively designed a program for a learning-disabled child that makes use of suitable learning resources. The principal provides planning time for these two professionals and establishes a flexible schedule for the library resource centre so that students with special needs may be accommodated when it is most convenient for them.

- The principal invites the teacher-librarian to present a workshop to review the materials available in the school resource centre that could be used to support a local studies unit from the Intermediate Division geography guideline.

- A Grade 12 family studies teacher has asked the teacher-librarian to instruct students in how to locate and use the learning resources needed for their independent-study assignments. Special attention is given to helping students retrieve recent information from the Info Globe on-line data base. The principal has been instrumental in obtaining funds to support information-retrieval systems in the school.

- As part of the school's program evaluation, the principal and the Grade 4 and Grade 5 teachers are reviewing the implementation of the board's science program. They are revising several science units to provide for a greater variety of learning activities.

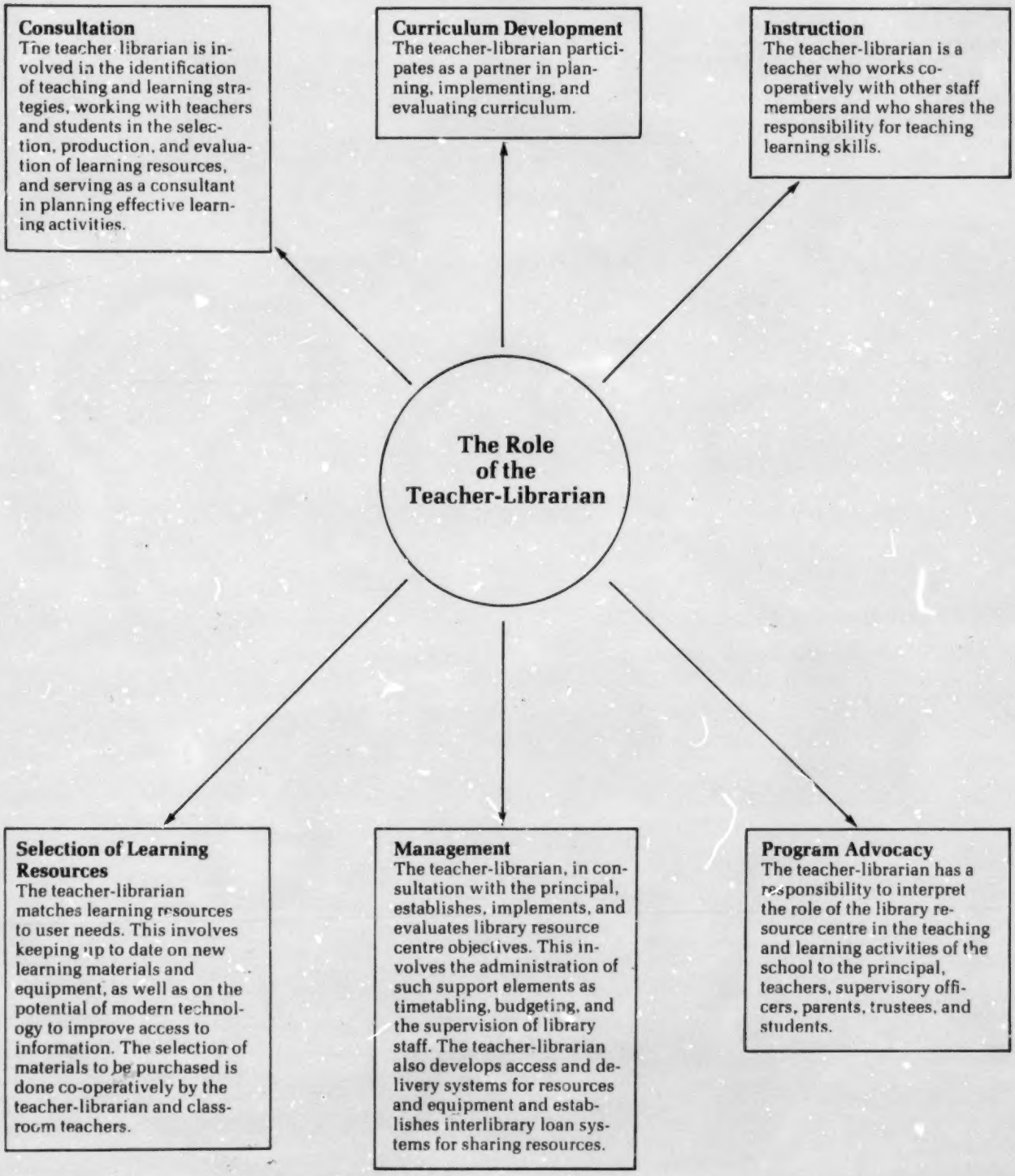
As can be seen from the preceding examples, the principal has a significant role to play in making teachers aware of the potential of the resource centre, in helping them feel comfortable involving the teacher-librarian in curriculum planning, implementation, and evaluation activities, and in ensuring that time is set aside for the teachers and teacher-librarian to plan educational programs. The principal provides leadership in the development of a learning-skills continuum and ensures that the teaching of such skills is a co-operatively planned sequential program fully integrated with classroom activities. (See "Developing a Learning-Skills Program" in section 3 of this resource guide for further information.)

The principal can also provide leadership by encouraging the development of board policies on the role and function of the school library resource centre, the selection of resource materials, staffing, community access, and the sharing and use of other library and information services. Such policies can provide a framework within which staff and students can develop specific policies and procedures for their school resource centre. Library resource centres that operate with well-defined objectives and policies are likely to develop programs that meet the educational needs of students and teachers.

Defining the Role of the Teacher-Librarian

One of the first steps for the principal to take in providing leadership in the development of a resource-based learning program is to examine the role of the teacher-librarian in the educational program of the school. When learning activities designed for students require extensive use of the library resource centre and of a wide variety of print and non-print resources, the teacher-librarian's role moves from that of a provider of supplementary services to that of a partner in planning educational programs.

The principal should expect the teacher-librarian to contribute as a member of the school teaching team through consultation about resources and services with students and staff, curriculum development, instruction, and the selection of learning materials. The management and program advocacy aspects of the teacher-librarian's role are concerned with the development of effective resource centre services and the interpretation of how these services relate to the school program. These six responsibilities are illustrated in the accompanying diagram and are examined in more detail in the fourth section of this document, "The Teacher-Librarian's Role".


Consultation
The teacher-librarian is involved in the identification of teaching and learning strategies, working with teachers and students in the selection, production, and evaluation of learning resources, and serving as a consultant in planning effective learning activities.
Curriculum Development
The teacher-librarian participates as a partner in planning, implementing, and evaluating curriculum.
Instruction
The teacher-librarian is a teacher who works co-operatively with other staff members and who shares the responsibility for teaching learning skills.
The Role of the Teacher-Librarian
Selection of Learning Resources
The teacher-librarian matches learning resources to user needs. This involves keeping up to date on new learning materials and equipment, as well as on the potential of modern technology to improve access to information. The selection of materials to be purchased is done co-operatively by the teacher-librarian and classroom teachers.
Management
The teacher-librarian, in consultation with the principal, establishes, implements, and evaluates library resource centre objectives. This involves the administration of such support elements as timetabling, budgeting, and the supervision of library staff. The teacher-librarian also develops access and delivery systems for resources and equipment and establishes interlibrary loan systems for sharing resources.
Program Advocacy
The teacher-librarian has a responsibility to interpret the role of the library resource centre in the teaching and learning activities of the school to the principal, teachers, supervisory officers, parents, trustees, and students.

The following role description, reproduced with the permission of the Halton Board of Education, illustrates the balance between tasks that require expertise in librarianship and tasks that require teaching experience and abilities:

EXPECTATIONS OF TEACHER-LIBRARIANS: A ROLE DESCRIPTION

The school library, in order to be a vital and integral part of the school's instructional program, should be staffed by a teacher-librarian who will carry out duties in the following areas:

A. PROGRAM AND INSTRUCTION

It is the responsibility of the teacher-librarian to:

1. work with staff to develop a school program which effectively integrates library and classroom activities.
2. develop, coordinate and implement a program of library information skills to meet the needs of the staff and students.
3. be aware of the content of core programs at appropriate grade levels.
4. instruct groups of students as part of cooperatively planned programs.
5. provide service to staff and students, guiding them in the selection of materials suited to their needs and abilities.
6. actively promote reading, listening, and viewing with staff and students.
7. communicate library policy, procedures and resources to staff and students.
8. promote the effective use of media.

B. MANAGEMENT

It is the responsibility of the teacher-librarian to:

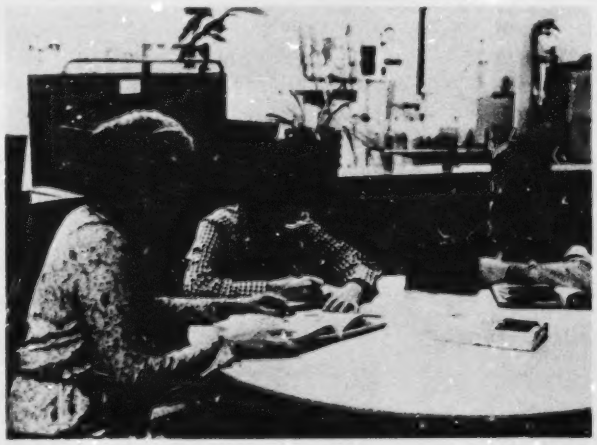
1. coordinate the evaluation and selection of library materials which are appropriate to support the program needs of the students.
2. administer the acquisition, organization and circulation of learning materials and audio visual equipment.
3. recruit, direct and motivate clerical, technical and volunteer help, where available.
4. communicate library policies and procedures to staff and students.
5. develop working relationships with other school libraries, community organizations, and external resources.
6. plan and manage a library budget which fulfils the curricular needs and educational goals of the school.
7. communicate and interact with the central instructional media department.

C. EDUCATIONAL LEADERSHIP

The teacher-librarian should:

1. have knowledge of current learning and teaching strategies and be aware of resources for professional development.
2. seek opportunities for personal growth in librarianship, knowledge of learning materials and learning technology.
3. be available to work at local and regional levels in program and curriculum development.

Where a teacher-librarian is assigned on a half-time basis only, the principal and teacher-librarian should establish the priorities for library program and instruction which will best meet the students' needs in the time available.



The teacher-librarian's role is determined not only by the expectations expressed in the board's policy and the needs of a particular school program, but also by the interests, creativity, and special media skills of the teacher-librarian. One individual, for example, may be particularly qualified to provide a program in television arts, while another may be deeply involved in developing research strategies for Senior students that include computer on-line search techniques. Clear role expectations will form the basis for both self-evaluation by the teacher-librarian and supervision and evaluation by the principal.

An essential part of the guidance provided by the principal is the recognition of the variety of professional tasks facing the teacher-librarian. The smooth functioning of the library resource centre depends on the successful balancing of such tasks as reading media reviews, selecting and organizing materials, establishing and monitoring a budget, planning with teachers, timetabling for student activities in the centre, and supervising library support staff.

Although the teacher-librarian is first and foremost a teacher, he or she will not be free to teach unless staff can be found to carry out those support functions necessary to library resource centre services. The use of paid clerical and technical assistants, students from co-operative–education programs, and board resource centre support staff should be considered as alternatives to having highly qualified teacher-librarians' devoting a large percentage of their time to clerical and technical tasks. In addition, the potential of technology should be examined to determine whether certain support functions could be more efficiently and economically carried out by alternative means.

Planning for Change

The transformation of the traditional school library into a library resource centre that is fully integrated with the school's curriculum is a major challenge. One of the most creative, as well as one of the most demanding, tasks for the principal is planning and managing changes that may be needed in order to fully integrate the use of the library resource centre into the school curriculum. The role of change agent is crucial, however, because it involves changing the attitudes towards the library resource centre held by teachers and teacher-librarians. This role also requires establishing goals and setting priorities in order to, as nearly as possible, meet the goals of an ideal library resource centre program at a time when resources such as time, money, facilities, and personnel are limited. Changes in information systems, telecommunications, and electronics industries that are reshaping, or have the potential to reshape, the educational system and changes in society at large may mean even more dramatic changes for library resource centres in Ontario than can be envisaged in this document.

Successful change means establishing a climate in which new ideas are discussed and evaluated and in which teachers are encouraged to take risks and to try new techniques. Using this resource guide as a catalyst, the principal can help the school staff develop an awareness of the potential of the library resource centre to meet student needs in ways that no other agency in the school can. The principal can ensure the involvement of the school's teachers and teacher-librarians in selecting those features of a library resource centre program that will most benefit student learning and can also help them articulate objectives and performance standards. For the principal, the management of such change involves monitoring progress, clearing communications roadblocks, and recognizing worth-while accomplishments. As teachers and teacher-librarians begin to communicate openly and plan together, positive attitudes regarding the co-operative development of educational programs will emerge.

A significant feature of any successful change is the planning and management of recurring and non-recurring costs. Financial support for resources, personnel, and facilities is needed if library resource centres are to keep up to date with changing needs and school curricula. Many changes in the library resource centre, however, can be affected with little financial outlay. For example, an examination of traffic patterns or changes in student use of the centre may result in a reorganization of furniture and equipment.

The stage of development of a school's resource-based programs and the degree of involvement by the library resource centre in the school's programs will determine the need for personnel, facilities, and materials. The accompanying chart shows the phases of growth of the support elements and provides guidance for principals in establishing goals for the transition from a school library to a library resource centre.

Transition From a School Library to a Library Resource Centre

	Phase I	Phase II	Phase III
1. Program	The role of the teacher-librarian and the role of learning resources are not considered in relation to curriculum development.	The teacher-librarian and the library are perceived as providing an auxiliary service, which is marginally involved in curriculum development.	
2. Personnel	A teacher-librarian is added to the staff after all other school positions have been assigned.	The teacher-librarian is hired on a part-time or full-time basis, depending on student enrolment.	
	There is no paid support staff.	School clerical personnel are assigned as support staff on an occasional basis.	
	Volunteer staff consists of students.	Volunteer staff consists of adults and students.	
3. Facilities	Facilities consist of a small area or classroom not large enough to accommodate more than a few students at a time.	Space is provided for some library functions and is large enough to accommodate one class of students.	
4. Collections	The learning resources consist mainly of uncatalogued books, dictionaries, and atlases. Selection is done independently by the teacher-librarian and classroom teachers.	The resources consist of a limited collection of learning resources selected and organized by a teacher-librarian.	
	Materials and equipment are housed in various areas of the school.	Most materials and equipment are housed in the resource centre.	

	Phase I	Phase II	Phase III
5. Management	The management of the library program is determined by the availability of personnel and space.	The management of the library program involves setting up regularly scheduled class visits for book exchange and for the teaching of library lessons that are unrelated to classroom learning activities.	
6. Board-operated resource centre support	The board provides occasional system direction.	The board provides for the acquisition of learning resources and a board professional library.	
7. Financial support	Financial support is minimal.	Financial support is determined by formula or line item budget.	
8. Program advocacy	No attempt is made to involve staff in planning the library resource centre and its program or to communicate the potential role of a teacher-librarian.	Only sporadic attempts are made to involve teachers and allow discussion about school library programs that use a variety of resource materials.	

In-service professional development, based on the needs of the professionals involved, is a powerful tool for change. Possible topics for in-service programs might include:

- the roles of teachers, teacher-librarians, and principals in developing resource-based programs;
- the range of learning resources available;
- the operation and application of new equipment;
- the value of co-operatively planned curriculum units;
- the shared responsibility between teachers and the teacher-librarian for teaching learning and research skills;
- techniques for encouraging students to be critical information users, to enjoy reading, listening, and viewing activities, and to become lifelong learners;
- methods of evaluating student learning activities that take place in the library resource centre.

In-service programs could be planned by a teacher and teacher-librarian as part of a regular staff meeting. Special programs could also be developed that involve the board's learning resources consultant, teachers' federation professional development representatives, or the staff of faculties of education or faculties of library science. Support and funding from the school budget for conference registration fees, membership in professional associations, and subscriptions to professional publications are other ways of providing for in-service education and updating of teachers and teacher-librarians.

Evaluating the Resource Centre

Once resource-based programs are underway, the library resource centre needs to be periodically evaluated to assess its effectiveness in meeting the needs of the school program. Although quantitative factors relating to such components as the size of the collection, the adequacy of the budget, the staff, and the facilities are relatively easy to examine, such factors need to be evaluated in terms of their relationship to the size of the student body and the needs of the educational program of the school. Questionnaires, such as the Statistics Canada Survey of School Libraries, that request each school to compile statistical data can be useful to the school in assessing library service potential in terms of facilities, materials, staff, and expenditures.

A second aspect, and one that is more difficult to assess, is the impact of the library resource centre on the teaching and learning activities of the school. This must be critically examined, however, because it forms the basis for planning resource centre programs and services and provides the justification for changes in staffing, budgeting, and facilities. Techniques such as user studies, checklists, and rating scales that examine staff and student attitudes towards the resource centre and their perceptions of the adequacy of the centre to meet teaching and learning needs may be employed. Records kept by teachers and teacher-librarians on library use by classes, groups, and individuals and on the number of co-operatively planned programs using both the library resources and the skills of the teacher-librarian can also provide valuable data for an evaluation of the library resource centre program.

The principal's discussions with teachers and the teacher-librarian on resource centre use provide a method of evaluation that can lead to positive actions for change or improvement. With teachers the principal might consider:

- the development of realistic and measurable objectives for resource-based programs;
- the use made of time set aside for co-operative program planning and curriculum development (see also "Suggestions for Planning Resource-Based Programs" in section 3 of this document);
- the incorporation of learning and research skills into the classroom program;
- the use being made of learning materials, the teacher-librarian, and the library resource centre.

With the teacher-librarian or the head librarian the principal might discuss:

- the atmosphere of the library resource centre;
- the use made of time set aside for co-operative program planning and curriculum development;
- the establishment of ongoing program advocacy;
- the selection of resources and the adequacy of the existing collection to meet program needs;
- budgeting for programs;
- the effectiveness of the learning-skills program (see "Developing a Learning-Skills Program" in section 3 of this document);
- the use being made of learning materials and the library resource centre by teachers and students;
- the management of clerical and support functions.

In well-developed resource-based programs evaluation of the resource centre becomes part of the total evaluation of the school's educational program.

Expanding the Potential of the Resource Centre

No single school can have all the learning resources, facilities, equipment, and personnel it needs to create resource-based programs. No teacher-librarian can rely exclusively on his or her own ingenuity or enterprise to undertake all of the tasks necessary in library resource centre management. It is the responsibility of the principal to assess the abilities and expertise available in the school and to help staff utilize outside assistance where appropriate.

Section 5, "Board-Operated Resource Centre Services", outlines the role of the board's learning resources consultants and the board-operated resource centre. The learning resources co-ordinator and consultants can play a major role in providing for the integration of the library resource centre with the school's curriculum and can be instrumental in developing systems for sharing learning resources within the board and the community.

Computer-based information systems can link the library resource centre with extensive data bases and provide access to information far beyond that which could be provided in any one library resource centre. Subscribers to the Info Globe on-line data base, for example, can have a search done of past issues of the *Globe and Mail* for articles on a particular topic and can obtain a bibliography as well as a print-out of these articles. The potential of other technology such as Telidon to improve access to information should also be examined and evaluated in terms of the school's need for readily available information data bases. Staff from the board's central resource centre can provide assistance with such planning. If additional assistance is required, staff from local public, college, or university libraries or from librarianship courses at faculties of education or faculties of library science may be able to provide the required advice and information on the use of new technology in libraries.

The principal may wish to encourage the teacher-librarian to establish a community-resources file that provides information on persons, agencies, and facilities within the community which students and teachers may use as sources of information. Community involvement in the classroom program can be achieved by inviting guest speakers to the school and by having groups and individual students visit community agencies, libraries, and other facilities as part of their learning activities. This not only provides a link between the school and the community, but also takes advantage of expertise and learning resources beyond those normally available in the school.

The principal should be aware that there are alternatives to having the library staff independently do all the technical work involved in the cataloguing and processing of learning resources. If the board

does not provide such services, commercial firms can supply many materials fully catalogued and processed. Cataloguing copy can also be acquired by subscribing to a library card service, from cataloguing records such as CAN/MARC tapes, prepared by the National Library of Canada, or from a machine-readable data base such as UTLAS (University of Toronto Library Automation Systems). CIP (Cataloguing in Publication) is a program that provides basic cataloguing information on the back of the title page of each new publication. Other tools such as *Canadiana*, published by the National Library of Canada, and standard selection aids provide data that will assist with cataloguing the few items that may need to be done at the school level.

Expanding the potential of the library resource centre can be a major task for the principal. By using the board's learning resources consultant, computer-based information systems, community resources, and various commercial services, the principal can help to move the resource centre from an insular perspective to that of a participant in local, regional, provincial, and national library networks and information-retrieval systems.

Summary

It is clear that the principal has an important role to play in the development of the library resource centre. As part of this role the principal can:

- foster the concept of resource-based learning;
- develop, in consultation with the teachers and the teacher-librarian, a role description for the teacher-librarian;
- ensure that the teacher-librarian has possession of, or ready access to, copies of Ministry of Education curriculum guidelines, board curricula, and course outlines developed by staff in the school;
- promote the value of an efficient school library catalogue and the centralized circulation of learning resources in order to decrease duplication and assure the maximum use of the school's total collection of resources and equipment;
- encourage teachers to incorporate a wide variety of learning resources and learning activities into their classroom programs;
- communicate to teachers, parents, students, superintendents, and trustees the role of the teacher-librarian;
- seek financial and staffing support from superintendents and trustees;
- set aside time for planning and for discussion with the teacher-librarian;
- suggest that teachers participate with the teacher-librarian in establishing or revising the school's learning materials policy and in selecting learning resources;
- provide for the flexible use of the library resource centre so that the teachers and teacher-librarian may co-operatively schedule times for students to use the centre as particular learning needs arise;
- involve the teacher-librarian in curriculum-planning committees;
- encourage teachers to take advantage of the teacher-librarian's knowledge of media and information skills and media-production techniques to improve or add variety to their teaching strategies;
- help teachers and the teacher-librarian to develop curriculum plans that use learning resources as a major tool in individualizing learning for exceptional students;
- involve teachers in the preparation of a learning-skills continuum as a guide to developing a sequential program for teaching such skills (see "Developing a Learning-Skills Program" in section 3 of this document);
- establish a process for the evaluation of the library resource centre program;
- seek support from inside and outside the school for sharing learning resources and/or purchasing services that cannot be done as efficiently at the school level;
- involve the board's learning resources co-ordinator and consultants in planning programs that make use of resources beyond those of the school;
- initiate in-service professional development for the teachers and teacher-librarian.

3. The Teacher's Role

The Potential of Resource-Based Learning

> *Good teaching is recognized as the successful matching of individual learners of varied abilities with experiences most likely to effect in them desired changes in thinking and behaviour. Learning has replaced teaching as the centre of instructional planning. Planning and directing learning experiences are now central to the teaching role.*
>
> From Frederic R. Branscombe and Harry E. Newsom (eds.), *Resource Services for Canadian Schools* (Toronto: McGraw-Hill Ryerson, 1977), p. 1.

This philosophy places more demands on today's classroom teachers than were placed on teachers a number of years ago. There is now much less emphasis on the use of a single textbook; instead there is a trend towards using a variety of print and non-print resources. In addition, teachers are encouraged to develop individualized and personalized learning activities that reflect each student's abilities, interests, and needs. The integration of handicapped students into regular classes and an increased emphasis on special programs for exceptional students add to the pressures and demands that are made on teachers. Thus, help and support from resource teachers, principals, consultants, and teacher-librarians become increasingly necessary if teachers are to meet these expectations.

Teachers now have a much wider range of resources from which to select. Learning materials are available that can make it possible to accommodate each student's preferred learning style. Visual preferences may be met through the use of pictures, film, television, and video cassettes, whereas audio preferences may be met through the use of sound recordings and cassettes. A variety of print resources and new technology such as microcomputers can be used to advantage to capitalize on a student's strengths and to reinforce areas of weakness. In addition, the use of realia, class trips, and school visits by resource persons from the community can add a practical component to school programs.

There are times when more traditional techniques, such as lectures, textbook-related activities, and teacher-directed lessons, are most effective in meeting specific curriculum objectives, especially within the constraints of time, resources, and facilities. However, co-operatively planned programs that make use of a wide variety of resource materials provide alternatives that can be effectively employed to help students become independent learners and to familiarize them with the use of a wide variety of learning resources. The teacher will decide when it is appropriate to involve the resource centre and the teacher-librarian and when other techniques are more appropriate. (See also section 1, "Resource-Based Learning".)

For the students resource-based programs that make effective use of a wide variety of learning materials:

- improve their learning by matching resources to their learning styles and abilities;
- provide reinforcement when various media are used to promote learning;
- enrich their learning experiences by ensuring the use of a multiplicity of resources;
- personalize and individualize learning activities by matching resources to individual interests and abilities;
- provide opportunities to develop independent learning and problem-solving skills;
- acquaint them with the tools of research;
- provide a dynamic, humanizing, interactive process that gives them opportunities to use media and technology in a meaningful way.

For teachers, resource-based programs:

- facilitate the personalization and individualization of instruction by matching resources to student interests, abilities, and learning styles;
- provide a variety of methods for classroom teaching and learning activities;
- release their creative talents to produce resources, develop new methods of presentation, and use alternative methods for reinforcing skills;
- stimulate innovation and experimentation;
- make use of the teacher-librarian's skills as a teacher who can share in the planning, implementing, and evaluating of learning programs.

The Teacher as a Partner in Resource-Based Programs

Teachers bring to the school partnership special knowledge of the abilities, learning styles, and educational needs of individual students; subject expertise; and knowledge of curriculum goals and objectives. In addition, they are familiar with appropriate teaching techniques, have experience with strategies that have proved successful, and have an overall view of each unit of work in relationship to the total curriculum.

Teachers can expect the teacher-librarian to bring to the partnership knowledge and experience as a classroom teacher and specialized training in the identification, selection, and use of a wide range of learning resources. The teacher-librarian also has a knowledge of the resources available from the board's resource centre, other libraries, agencies, or available data bases. In addition, the teacher-librarian can suggest alternative working spaces for students within the library resource centre, can teach students necessary learning skills, and can participate in team-teaching activities. (See also section 4, "The Teacher-Librarian's Role".)

Although the principal serves as co-ordinator, catalyst, facilitator, and leader in the development of the partnership, he or she may not necessarily be directly involved in all planning sessions. The principal's contribution, however, is vital to the smooth functioning of the team.

In the implementation of resource-based programs, the responsibilities of the classroom teacher centre around the needs of students, and the development, adaptation, and implementation of the curriculum. This includes the selection of a variety of teaching strategies, the designing of resource-based programs for students, the use of appropriate resource materials, and the evaluation of student achievement. The management of the instructional program is a key factor in the success of resource-based learning, and teachers will need to work in close co-operation with other team members to reshape priorities, to seek opportunities during the school day to plan and work together, and to further enhance their professional skills and abilities.

In partnership with the teacher-librarian and the school principal, the classroom teacher has responsibilities related to:

Curriculum development. The classroom teacher:

- determines the needs and learning styles of students in the particular classroom situation;
- adapts the content, goals, and objectives of Ministry of Education and board guidelines and curriculum documents to meet the needs of students and the goals of the school;
- plans for the implementation and evaluation of the curriculum, including the provision of resource-based programs and the sequencing of instruction;
- develops a skills continuum for student achievement of library, learning, and research skills.

Instruction. The classroom teacher uses a variety of teaching strategies and approaches so that resource materials can be used effectively to meet different student needs and learning styles.

Learning experiences. The classroom teacher:

- designs learning experiences for students that ensure the integration of resource materials and the appropriate utilization of the library resource centre;
- ensures that students receive many opportunities to acquire and use library, learning, and research skills within the context of the curriculum;
- makes provision for appropriate activities for exceptional students, including resource-based enrichment and remediation programs;
- provides students with many experiences that involve the use and production of print and non-print resources so that students are able to communicate and adapt effectively to a rapidly changing technological world.

Resource materials. The classroom teacher:

- assists in the development of a school policy for the selection and purchase of resource materials;
- examines, previews, and selects appropriate resources to meet the needs and learning styles of students and the goals of the curriculum;
- keeps informed about and utilizes the media services available both in the school and in the district.

Evaluation. *The classroom teacher:*

- develops activities and strategies for evaluating both student achievement and the appropriateness of the resource materials being used;
- participates in the evaluation of resource-based programs and the assessment of the library resource centre services.

Program management. The classroom teacher:

- establishes an environment in the classroom that is conducive to the use of a variety of resource materials;
- arranges the classroom timetable so that individual students, small groups of students, and classes of students will have opportunities to participate in the activities planned for the use of the library resource centre;
- provides time on a regular basis for planning and communicating curriculum implementation and evaluation activities, and for informing the principal of any problems that arise with regard to curriculum implementation and assessment;
- participates in activities designed to improve relations with board administrators, trustees, and parents concerning the effective utilization of resources.

Professional development. The classroom teacher determines his or her professional needs and develops an action plan for professional development activities related to new teaching strategies, new resource materials, and the educational applications of new technology.

Suggestions for Planning Resource-Based Programs

The purpose of co-operative planning between the teacher and teacher-librarian is to ensure that:

- the teacher-librarian knows *in advance* the precise requirements of and the deadlines for assignments;
- appropriate materials from a wide variety of sources are available for student and teacher use;
- resources are available in sufficient quantities to meet student demands;
- the teacher-librarian knows the purpose and objectives of student assignments in order to be able to assist students and to interpret student questions and requests;
- the learning skills that students are likely to need are identified so that new skills can be taught and other skills reinforced;
- students learn how to define their information needs and develop logical sequential search strategies;
- necessary equipment and appropriate working spaces are available for students when required;
- the classroom teacher's subject expertise and knowledge about the students are combined with the teacher-librarian's specialized knowledge of the availability and use of learning materials;
- evaluation techniques are developed that examine not only the learning outcomes but also the effectiveness of the process;
- the teacher-librarian is part of the instructional team;
- opportunities are provided for students to use media and library resource centres for pleasure and enjoyment.

Teachers and teacher-librarians may find that a planning guide will save time and help them focus on the major decisions that need to be made when co-operatively developing resource-based programs. At the same time the guides can ensure that all important aspects necessary to the successful completion of the unit have been discussed and responsibilities clarified. A written plan serves as a reminder of tasks to be undertaken and a record of achievements. A school can begin to build a catalogue of resource-based programs, which can be adapted to meet student needs in subsequent years. Not only is planning time reduced when successful programs are reused, but also teacher-librarians have an opportunity to build learning resource collections that reflect the needs of the students.

The following are samples of some planning guides that are being used by teachers in Ontario. These planning guides suggest strategies that require a minimum amount of time for busy professionals.

Teacher/Teacher-Librarian Planning Guide

WHO? Subject:_____ Teacher:_____

Grade:_____ Number of students:_____

Special student learning needs:_____

WHAT? Unit of study:

Aim(s):

Objectives:

Performance criteria:

HOW? Teaching strategies:

Resources:

WHERE? Facilities:

WHEN? Period(s):

Dates:

WHO? Student grouping or organization:

HOW? Learning activities:

Program evaluation:

Specific responsibilities:

Teacher:

Teacher-librarian:

Planning Guide for a Library-Based Research Assignment

Subject:_____ Topic:_____

Grade:_____ Number of students:_____

Starting date:_____ Completion date:_____

1. How are topics to be chosen by students?
2. What resources will students need?
3. What library/learning skills will students need?
4. How are students to record information?
5. How will students present information?
6. How will students be evaluated?
7. a) Teacher responsibilities:

   b) Teacher-librarian responsibilities:

Steps in Unit Planning: A Teamwork Approach

Subject:_____

Unit:_____

Grade:_____

1. Goals:
2. Aims:
3. Objectives:
   a) Attitudes:
   b) Concepts:
   c) Skills:
4. Unit development:
   a) Persons involved:
   b) Time allotment:
   c) Unit content:
   d) Resources:
   e) Teaching strategies:
   f) Learning activities:
5. Evaluation techniques:
   a) of the student:
   b) of the process:
   c) of the teacher and teacher-librarian (self-evaluation):

Planning Guide

Teacher:_____ Date:_____

Grade:_____ Number of students:_____

1. Topic:
2. Desired learning outcomes:
3. Resources required:

   Location:

   Date(s):
4. New library/learning skills required by students:

   When to be taught:

   By whom?:
5. Method of introducing unit:

   Location:
6. Learning activities for students:

   Location of activities:
7. Criteria for evaluation:
   a) of the students:
   b) of the process:
8. Special needs or requests:

Not all units will need to be planned in detail. For example, the accompanying form is a suggested method of letting the teacher-librarian know about a particular service that a teacher may require.

Teacher:_____ Date:_____

Topic:_____

Service required:_____

Date required:_____

Spontaneous use of the library resource centre should be emphasized. For example, facts related to an issue that has been raised in class may need to be checked; students who have completed assigned work may wish to browse, read, listen, or view in the library resource centre. The centre should be open for such activities, and library staff should be available to provide the assistance required.

Some schools develop library "admit" forms that indicate that the student has permission to come to the library. The form may also state the intended library activity. Other schools decide to leave library use flexible. The important factor, however, is that, ideally, the library resource centre facilities and the services of qualified library staff are available to students at all times of the school day. The resource centre should be a busy, active place where students feel comfortable and know how to make the best use of the learning resources available to them.

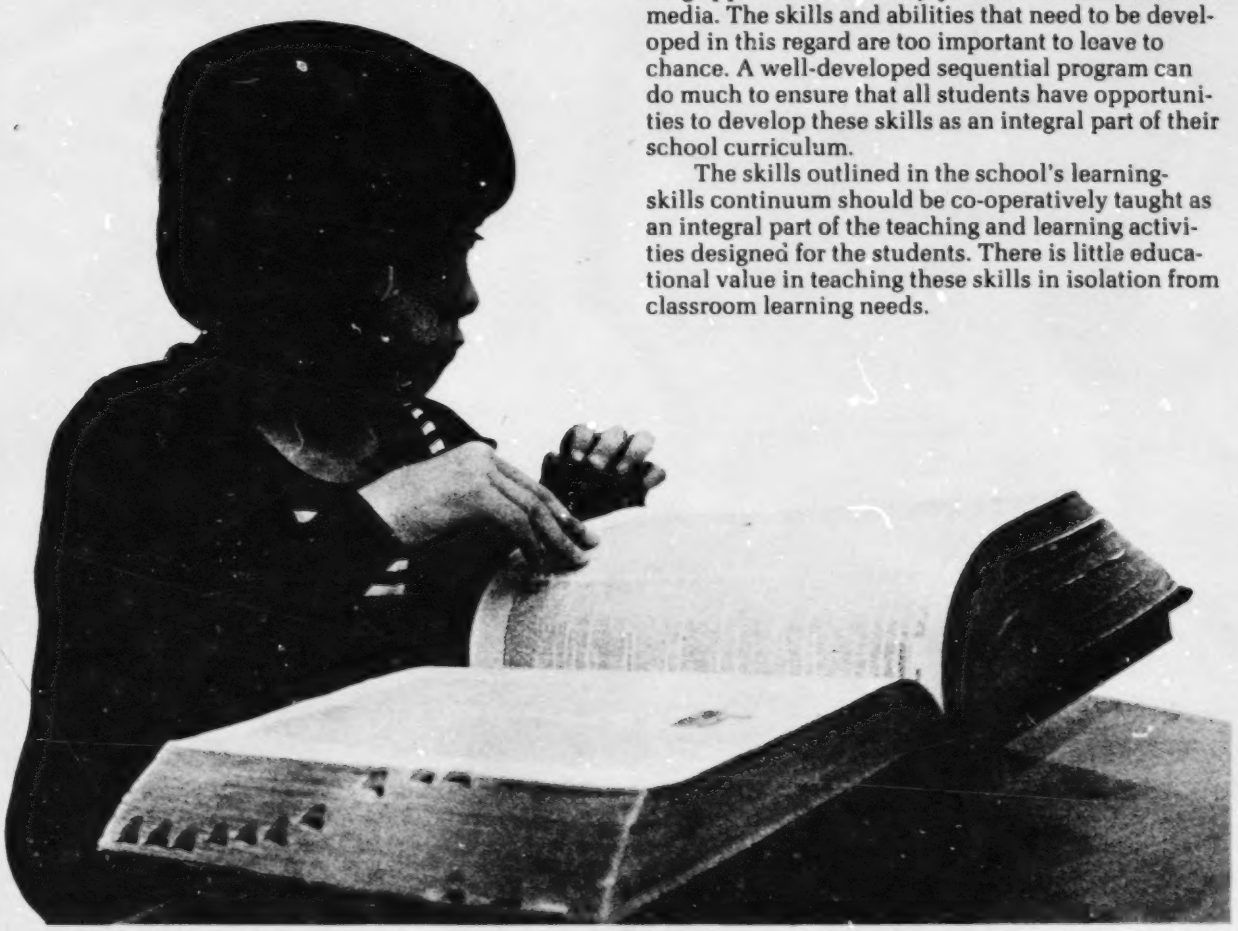
Developing a Learning-Skills Program

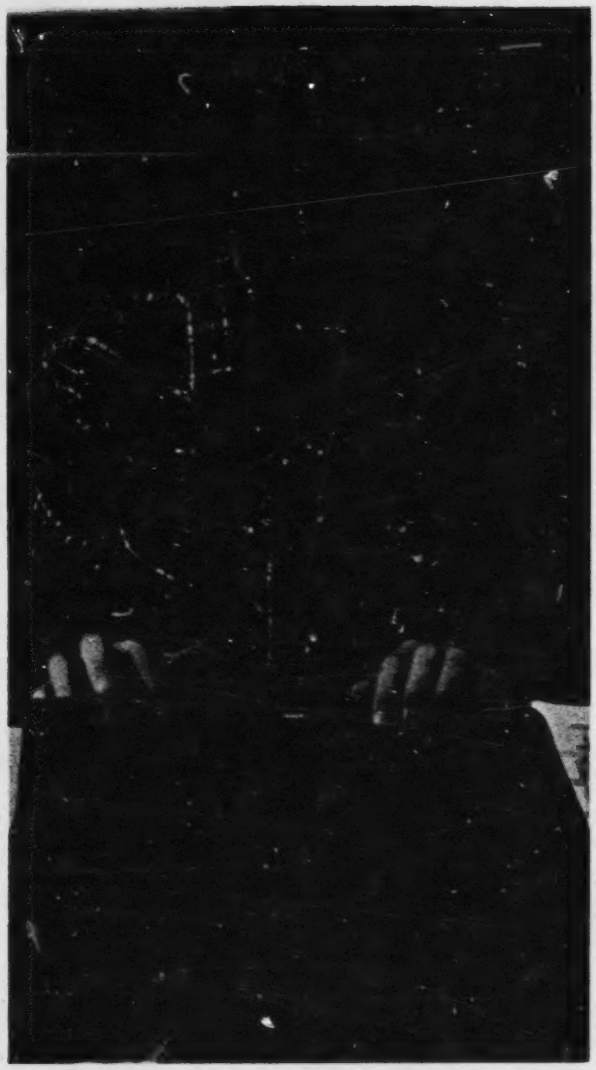
One of the major functions of a school, including the library resource centre, is to help students become independent learners and problem-solvers. The school also has a responsibility to develop in students those skills that will lead to lifelong learning and will help them develop an appreciation of literature, art, music, drama, film, and other communication media that will provide pleasure and enjoyment throughout adult life.

Students experienced in using appropriate learning skills in their school library resource centre can be introduced to and encouraged to seek out learning resources located in public, community college, and university libraries. When teachers promote regular class visits for Primary children to their local public library or arrange for Grade 12 students to receive orientation to a more complex college library, they are helping to establish lifelong learning skills in their students.

Classroom teachers and teacher-librarians working together can play a significant role in the development of skills for both lifelong learning and lifelong appreciation and enjoyment of communication media. The skills and abilities that need to be developed in this regard are too important to leave to chance. A well-developed sequential program can do much to ensure that all students have opportunities to develop these skills as an integral part of their school curriculum.

The skills outlined in the school's learning-skills continuum should be co-operatively taught as an integral part of the teaching and learning activities designed for the students. There is little educational value in teaching these skills in isolation from classroom learning needs.





A number of resources are available that will assist teachers and teacher-librarians both in developing a learning-skills continuum and in teaching the necessary skills. In addition to many excellent board-produced guides, the following Canadian books may be of help:

- Brown, Diane. *Notemaking*. Toronto: Gage Publishing, 1977.
- Campbell, S., and Lupton, N. *The Canadian Student's Guide to Research*. Markham, Ont.: Paper-Jacks, 1974.
- Ontario, Ministry of Education. *Research Study Skills*. Curriculum Ideas for Teachers. Toronto: Ministry of Education, Ontario, 1979.

Skills Chart

The following sequential skills chart, reproduced here with the permission of the Ottawa Board of Education, is an example of one way in which a skills chart may be developed.

Sequential Skills Chart for Teachers and Teacher-Librarians, Kindergarten to Grade 13

This chart:

- lists the sequence of skills that students require to collect, organize, and present information;
- encourages a standardization of expectation across the system skills;
- provides flexibility for the teaching of skills over a range of grades.

The skills listed must be integrated into the school curricula and not taught in an isolated or artificial situation. The teaching of these skills is a joint responsibility of the teacher and teacher-librarian.

	Awareness	Mastery	Maintenance
A. Library-Resource-Centre Orientation			
1. Know location of LRC	K	1	2-13
2. Identify LRC personnel	K	1-2	3-13
3. Observe LRC rules and manners	K	1-2	3-13
4. Identify specific terms for LRC furniture	K	1-3	4-13
5. Check out own book(s)	K	1	2-13
6. Check out all other material	1	2-3	4-13
7. Know how to renew material	1	2	3-13
8. Identify areas of LRC	K-2	3-4	5-13
9. Identify kinds of media	K-2	3-4	5-13
10. Handle material properly	K-2	3-6	7-13
B. Organization of Resources			
1. Know the location and arrangement of the following:			
a) picture books	K	1	2-13
b) fiction books	2	3-5	6-13
c) non-fiction books	K-3	4-8	9-13
d) general reference material	1-3	4-9	10-13
e) audio-visual material	K-3	4-10	11-13
f) periodicals	K-3	4-8	9-13
g) vertical-file material	3-4	5-10	11-13
h) specialized reference materials	3-10	9-12	13
i) periodical indexes	7-10	11-12	13
2. Identify author, title, and subject cards in the card catalogue	3	4-8	9-13
3. Locate material according to call number	1-3	4-8	9-13
C. Selection of Resources			
1. Distinguish between fiction and non-fiction	K-3	4-8	9-13
2. Select materials from resources outside the school	K-3	4-10	11-13
3. Use the card catalogue as a selection tool	3-6	7-8	9-13
4. Distinguish between Canadian and non-Canadian material where relevant	K-6	7-10	11-13
5. Select desired material independently	K-8	9-10	11-13
6. Proceed from general to specific or vice versa when researching a subject	5-8	9-10	11-13
7. Select general reference material	3-8	9-10	11-13
8. Select specialized reference material	3-10	9-12	13
9. Evaluate material for currency	4-8	9-10	11-13
10. Identify stereotyping, bias, and prejudice	K-13	9-13	
11. Select material that presents alternate points of view	5-10	11-12	13
12. Use a bibliography to select additional information	7-10	11-12	13
13. Identify primary, secondary, and tertiary sources	7-11	12-13	

D. Utilization of Resources	Awareness	Mastery	Maintenance
1. Know parts and aspects of a book:			
a) front, back, spine, cover	K	1	2-13
b) name of author, illustrator, and/or editor	K	1-2	3-13
c) table of contents, title page, index	1-2	3-6	7-13
d) name of publisher, copyright date	3-4	5-11	12-13
e) bibliography, glossary, footnotes	5-8	9-11	12-13
2. Use and compare material appropriate to reading level and need:			
a) audio-visual material	K-3	4-10	11-13
b) vertical-file material	3-4	5-10	11-13
c) periodicals	2-8	9-10	11-13
d) general reference material	3-8	9-10	11-13
e) specialized reference material	3-10	9-12	13
f) periodical indexes	7-10	11-12	13
g) different levels of sources: primary, secondary, tertiary	7-11	12-13	
E.I. Comprehension and Study Skills			
1. Identify main idea, facts, and/or concepts in material appropriate to level of comprehension:			
a) orally presented material		K-13	
b) audio-visual material		K-13	
c) written material	2-3	4-13	
2. Use audio-visual clues to aid in understanding material	K-1	2-3	4-13
3. Know how to work independently and in small groups	1-2	3-6	7-13
4. Record facts:			
a) by completing a sentence or a simple outline	1-2	3-5	6-13
b) visually	K-8	4-8	9-13
c) by making jot notes	3-6	7-10	11-13
d) orally	K-7	8-13	
e) by writing an outline using prescribed standardized procedures	5-8	9-10	11-13
5. Use alphabetical order	1-6	4-8	9-13
6. Use table of contents	1-5	6-8	9-13
7. Record bibliographical information	3-5	6-11	12-13
8. Use key words	2-6	7-8	9-13
9. Use index	4-6	7-10	11-13
10. Skim to get overview and to select relevant material	4-6	7-10	11-13
11. Use cross references	6-9	8-10	11-13
12. Recognize the use of and prepare footnotes	7-10	11-13	

E.II. Critical Reading, Viewing, and Listening	Awareness	Mastery	Maintenance
1. Compare sources for differing viewpoints and to verify facts	3-4	5-6	7-13
2. Formulate questions (content and reasoning type)	4	5-6	7-13
3. Distinguish among fact, fantasy, and opinion	K-9	10-13	
4. Recognize the effect of sound and colour on mood and content	K-9	10-13	
5. Recognize and interpret symbolism	K-9	10-13	
6. Recognize stereotyping in all forms	K-10	11-13	
7. Recognize bias and prejudice	K-10	11-13	
8. Recognize the effect of juxtaposition of images	K-10	11-13	

F. Modes of Presentation			
1. Experience chart	K-1	2-3	4-13
2. Pictures and other artistic activities	K-3	4-8	9-13
3. Dramatization, puppet show	K-3	4-8	9-13
4. Booklet	1-3	4-8	9-13
5. Oral presentation	K-3	4-10	11-13
6. Charts, tables, diagrams	1-5	6-13	
7. Maps and graphs	1-5	6-13	
8. Audio-visual presentation	3-6	7-10	11-13
9. Report on a given topic	3-6	7-11	12-13
10. Interview	1-6	7-11	12-13
11. Model	K-8	9-13	
12. Essay	7-10	11-13	
13. Research paper using standardized procedures	7-10	11-13	
14. Seminar on a given topic	10-13		

4. The Teacher-Librarian's Role

Introduction

Teacher-librarians, because of their educational qualifications and their experience as classroom teachers, share with their colleagues a common understanding of students and how they learn and of teachers and how they teach. In addition, their training and experience with learning resources provide them with expertise that can contribute to the design of resource-based programs.

The responsibilities of teacher-librarians for instruction, curriculum development, consultation, and the selection of learning resources form the partnership aspects of the teacher-librarian's role. The managerial components of the role involve both the procedure through which program goals are established, implemented, and evaluated and the organization and administration of such support elements as personnel, facilities, collections, and budgeting. Both the partnership and management functions are enhanced by program advocacy, which involves clearly articulating the relationship of the resource centre to the educational program of the school.

Instructional Responsibilities

> *If the teacher-librarian demonstrates that he or she is first and foremost a teacher, capable of handling an instructional situation, a great deal of credibility is achieved with the rest of the school staff.*
>
> From Shirley Blair, "Teachers and the School Resource Centre", *Canadian Library Journal* 35 (April 1978), p. 96.

The teacher-librarian is a teacher who works cooperatively with other staff members and who shares the responsibility for teaching learning skills. This teaching role involves:

- providing assistance in the use of learning resources;
- evaluating the student use of learning resources;
- producing or arranging for the production of learning materials;
- developing student appreciation;
- instructing students on research strategies;
- teaching;
- providing for the needs of exceptional students.

In using learning resources the teacher-librarian matches resources to student needs and styles and provides reading, viewing, and listening guidance for individuals, small groups, or classes of students in the library resource centre or in the classroom. The teacher-librarian also helps students make use of a wide variety of materials when preparing class presentations and reporting research findings.

In evaluating the student use of learning resources, the teacher-librarian understands the conditions necessary for the effective use of learning resources by students and is able to suggest alternative materials when students experience learning difficulties. The teacher-librarian also generates evaluation activities that will measure the success of learning resources in the program and provides feedback to teachers and students on this evaluation.

The teacher-librarian teaches students how to produce materials such as slides, tapes, and transparencies; prepares materials or assists teachers in the preparation of instructional materials; and suggests ways in which students may be creative and imaginative in reporting the results of their research.

The teacher-librarian develops student appreciation by creating learning experiences for students that provide opportunities for them to appreciate and enjoy print and non-print resources. He or she also instructs students on research strategies and shares with teachers the responsibility for instructing students in how to use resource materials and library services.

As a teacher the teacher-librarian demonstrates excellence in teaching individuals and groups by using a variety of teaching techniques (e.g., learning stations, multimedia presentations, printed study guides, bibliographies, and independent-study assignments). He or she also provides for the needs of exceptional students by planning activities with teachers that use learning resources to individualize and personalize learning to better meet the needs of both the handicapped and the gifted who are in regular classrooms. By working closely with special classroom teachers and resource teachers, the teacher-librarian can ensure that the library resource centre and learning materials play an integral part in the learning activities designed for exceptional students in specialized classes.

Curriculum Development Responsibilities

The teacher-librarian participates as a partner in planning, implementing, and evaluating curriculum. Participation of the teacher-librarian in the school's program is determined by the fact that he or she must be a teacher. Ministry guidelines also state that "the major responsibility for planning curriculum rests with the school"[1] and that "it is considered appropriate . . . for each school to adapt its own curriculum to meet the needs, interests, and abilities of the students in its community".[2] As part of a school's staff, the teacher-librarian shares in these responsibilities. The degree of involvement of the teacher-librarian at each of the three stages – planning, implementation, and evaluation – is determined co-operatively by the school partners. The teacher-librarian, however, has the potential of being involved in all stages of the curriculum process.

The teacher-librarian will need to meet regularly with teachers, either individually or in grade or subject curriculum planning meetings, in order to make suggestions relating to research and information skills, learning resources, and possible library-related activities. To participate in a significant way, the teacher-librarian must be familiar with a variety of curriculum approaches and knowledgeable in the area of curriculum design. The following recently published books will be particularly helpful for teacher-librarians who wish to update their knowledge in this area.

- Connelly, F. Michael; Duckacz, Albert A.; and Quinlan, Frank, eds. *Curriculum Planning for the Classroom*. Ontario Institute for Studies in Education Symposium Series, no. 11. Toronto: OISE Press, 1980.

- Pratt, David. *Curriculum: Design and Development*. New York: Harcourt Brace Jovanovich, 1980.

1. Ontario, Ministry of Education, *The Formative Years* (Toronto: Ministry of Education, Ontario, 1975), p. 3.
2. Ontario, Ministry of Education, *Circular H.S.1, 1979–81* (Toronto: Ministry of Education, 1979), p. 3.

Consultative Role

The teacher-librarian is involved in the identification of teaching and learning strategies, working with teachers and students in the selection, production, and evaluation of learning resources, and serving as a consultant in planning effective learning activities. In this role the teacher-librarian deals with teaching strategies, learning and information skills, learner needs, professional resources, and professional development. Thus, the teacher-librarian may be involved in:

- suggesting techniques to teachers as they move from the use of limited resources to resource-based learning;
- consulting with teachers who are implementing new ideas and programs and providing appropriate resources that will assist these teachers;
- interpreting the school's learning-skills program from a cross-grade and cross-subject point of view and assisting teachers in the development of a learning-skills continuum for their students;
- working with teachers to adapt the school's learning-skills program to meet the needs and abilities of exceptional students;
- understanding students' strengths and weaknesses and advising students on appropriate learning resources;
- arranging facilities and equipment to accommodate student needs;
- providing teachers with information and advice on professional books, periodicals, films, videotapes, conferences, and workshops;
- locating and acquiring through interlibrary loan professional materials that are not available within the school, but are identified as meeting staff requirements;
- seeking assistance from the board's learning resources consultant, other board personnel, educational associations, and faculties of education and of library science in order to keep informed and up to date in areas that are relevant to school librarianship;
- updating and expanding his or her knowledge of learning resources and new technology through ongoing professional reading and professional development activities in order to be able to provide assistance and advice to students and staff.

Selection of Learning Resources

The teacher-librarian matches learning resources to user needs. This involves keeping up to date on new learning materials and equipment, as well as on the potential of modern technology to improve access to information. The selection of materials to be purchased is done co-operatively by the teacher-librarian and classroom teachers. The teacher-librarian is responsible for the following:

- reading current reviews of materials and equipment and keeping teachers informed about new resources;
- visiting displays of new materials;
- previewing resources such as videotapes, multimedia kits, filmstrips, and audiotapes;
- working with teachers to select appropriate print and non-print materials for purchase;
- developing and maintaining materials that will assist teachers in the selection of textbooks and reference texts for classroom use;
- developing a useful collection of reference materials, periodicals, popular fiction, and other resources not specifically geared to any one subject program;
- assisting with the establishment of the school's learning resources selection policy;
- discussing with teachers the needs of exceptional students in the school and making a special effort to ensure that the library resource centre collection contains appropriate materials to meet these needs;
- evaluating the use of various types of print and non-print resources;
- using appropriate aids for the selection of resources;
- participating in board-sponsored evaluation committees;
- adapting and developing learning resources to meet specific program objectives and learner needs;
- adapting and extending the basic research-skills program to meet the special needs of individual students.

Management Function

The teacher-librarian, in consultation with the principal, establishes, implements, and evaluates library resource centre objectives. This involves the administration of such support elements as timetabling, budgeting, and the supervision of library staff. The teacher-librarian also develops access and delivery systems for resources and equipment and establishes interlibrary loan systems for sharing resources.

Setting priorities. An important aspect of the role of the teacher-librarian is the management of the library resource centre. The degree of involvement of the teacher-librarian in instruction, curriculum development, consultation, and the selection of learning resources determines the specific character of the management component. The integration of the library resource centre with resource-based programs begins with the assessment of needs and the setting of priorities. While there are literally hundreds of functions that a library resource centre can perform, it is rarely possible to undertake and execute all of them well. It is, therefore, essential to establish priorities and then to do well those tasks that contribute directly to the library resource centre objectives that have been identified co-operatively by the teachers, principal, and students. (As the major client group, students should not be overlooked as a source of valuable information about library services.)

Budgeting. Once priorities and programs have been established, budgets must be prepared. Funds will have to be set aside for ongoing basic needs such as supplies replacements, the updating of reference tools and indexes, periodical and newspaper subscriptions, updating the general collection, repairs, and cataloguing services. Budgeting that is based on specific program requirements is one approach to developing sound fiscal management and is illustrated by the following example, which shows a portion of a budget presentation of a secondary school library resource centre:

Resource Centre Program Objectives	Requirements of Program	Number of Resources		Approximate Unit Cost	Total
		Have	Need		
1. Grade 12 Family studies students will read a Canadian novel written by a woman or having a woman as the central character.	▪ Canadian novels and novels about Canada (reinforced paperbacks)	25	25	$ 4.00	$100.00
2. Grade 9 Students will locate information for assignments related to an environmental studies unit on pond life using a variety of learning materials.	▪ multimedia kits	2	1	$120.00	$120.00
	▪ transparency sets	7	1	$ 18.00	$ 18.00
	▪ books on pond life	20	10	$ 15.00	$150.00
	▪ fiction on related themes	17	3	$ 12.00	$ 36.00

Organizing and administering. The management function also involves planning for the efficient utilization of library professional and support staff, developing circulation and acquisition procedures, cataloguing and organizing library resources, developing special files and indexes to resources, participating in interlibrary loans, arranging for the sharing of resources within a school-system network, scheduling for the use of the library resource centre, and arranging planning meetings with teachers. The routines of library operation should be well-developed and clearly outlined so that a minimum amount of the teacher-librarian's time is spent on clerical and technical tasks.

Long-range planning. The incorporation of new technology into the library resource centre has become an increasingly important management function. Mainframe, mini-, and microcomputers have significant roles to play in education. As a tool for such tasks as circulation, taking inventory, and purchasing, the computer can maximize and facilitate staff endeavours. The computer can also serve as an in-house retrieval and data-base service or be used to communicate with other data bases such as ONTERIS or Info Globe. Most important, the computer can be a learning tool for students. Because the library resource centre is available to all students and staff at all times of the school day when other facilities may not be accessible, it is a logical location for new technology such as microcomputers and information-retrieval systems.

Many teacher-librarians will want to investigate the possibility of moving from the traditional card catalogue to a microfiche or on-line system. Such systems make it easier to keep up to date and to develop union catalogues of the holdings of other libraries. Automatic bibliographic sharing through a library network or system such as UTLAS (University of Toronto Library Automation Systems) is now having an impact on the catalogues provided in university, college, public, and some school libraries.

Such sharing may, in the very near future, have considerable influence on the type and quality of information and resource materials that can be made available to students, not only in large urban areas but also in small schools in the more remote parts of the province.

Program Advocacy

The teacher-librarian has a responsibility to interpret the role of the library resource centre in the teaching and learning activities of the school to the principal, teachers, supervisory officers, parents, trustees, and students. Thus, the teacher-librarian needs to establish a climate for communication so that co-operatively the school staff may plan the role that the teacher-librarian and the library resource centre will play in the curriculum. Lack of awareness of the potential of the library resource centre has sometimes been an obstacle to the establishment of a partnership. One key to setting the stage for co-operation is vigorous, clear, and ongoing program advocacy by the teacher-librarian.

As a prerequisite to this, the teacher-librarian must establish and articulate a philosophy of education and of resource-based learning and the role of the library resource centre in it. In addition, the teacher-librarian must have self-confidence as an educator and must be an innovative and enthusiastic member of the teaching staff. The positive image that the teacher-librarian projects can influence staff attitudes towards developing a working partnership.

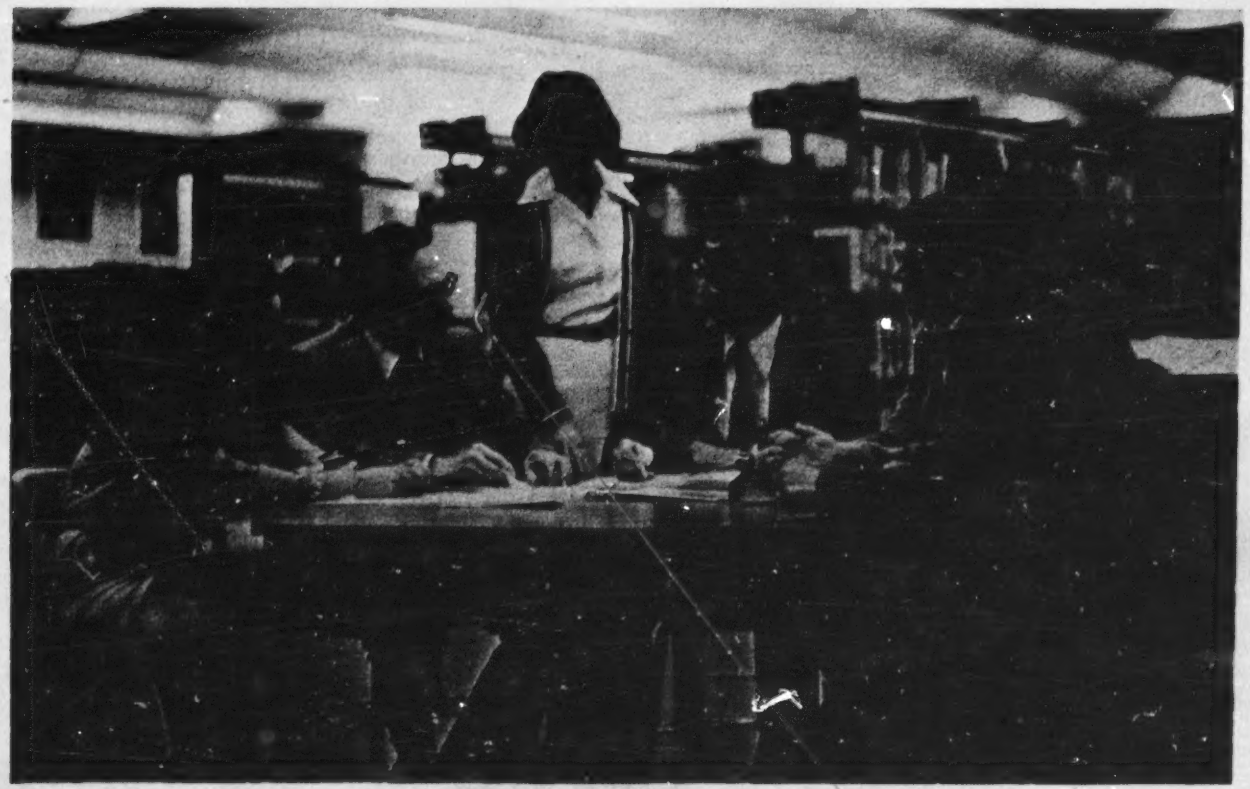
It is important for the teacher-librarian to articulate clearly the unique contribution that he or she can make to the learning activities of the school. Time must be set aside on a regular basis to communicate with the principal and to discuss issues in a logical, professional manner. Similarly, classroom teachers need to be made aware of the unique contribution of the teacher-librarian and at the same time helped to realize how important it is that the teacher's special knowledge of individual students, of appropriate teaching techniques, and of subject content be included in any planning sessions on student use of library resource centres and library materials. The following suggestions may help teacher-librarians develop appropriate strategies for communicating with principals and other members of teaching staffs.

Communicating With the Principal

- Place in the hands of the principal copies of this resource guide and other relevant planning tools. Set aside time to discuss and summarize such items with the principal.
- Work with the principal to establish policies, set priorities, and monitor progress towards goals.
- Regularly inform the principal about current issues concerning learning resources, new technology, and professional development activities related to learning resources and educational media.
- Invite the principal to visit the library resource centre to observe particular student learning activities and special programs.
- Submit brief accounts of the ways in which the library resource centre is being used and is meeting its objectives.
- Regularly schedule conferences with the principal. Prepare an agenda and submit it in advance so that the busy principal is aware of the topics to be discussed and why these are significant.
- Recommend ways in which the library resource centre can more effectively meet the needs of the school's curriculum.
- Ask to be included in grade or department planning meetings.
- Volunteer to contribute to professional development activities through short presentations at staff meetings, to prepare items for parent newsletters, and to participate in the school's open house or parents' nights.

Communicating With Teachers

- Involve teachers in planning the library resource centre's program by developing a representative user committee. Be prepared to modify the library program in light of teacher input.
- Be willing to participate in grade and department planning meetings and in regular staff meetings.
- Take time to listen to teachers.
- Be prepared to suggest teaching and learning ideas.
- Help teachers feel comfortable with sharing, experimenting, and team teaching.
- Inform teachers regularly about new learning resources and technology through a wide variety of approaches such as discussions, newsletters, displays, and bibliographies.
- Share professional and leisure reading, viewing, and listening activities with colleagues.
- Invite teachers to visit the library resource centre to observe particular learning activities or special programs.
- Develop workshops for teachers on the use of new learning resources and technology.
- Demonstrate expertise in teaching research strategies, learning skills, and media use.
- Plan special theme activities and invite teachers to have their students participate.
- Exhibit a high degree of written and oral competency in articulating the role of the library resource centre in resource-based programs.
- Visit classrooms to observe activities and make presentations.
- Demonstrate expertise in research strategies, reference work, and other areas of librarianship.



5. Board-Operated Resource Centre Services

Introduction

The library resource centre in an individual school cannot provide all the materials and services that may be required by students and teachers. Board-operated resource centres and media services both supplement and complement the effectiveness of the media programs provided by a school resource centre. They can also help eliminate excessive duplication of specialized learning resources and make available to staff a much larger collection of curriculum and professional materials than would be financially feasible for an individual school.

Board services are generally developed under five broad categories: (a) consultant services, (b) research and development, (c) curriculum support services, (d) technical support services, and (e) co-operative sharing services. There is no prescribed form that these services must take; they are usually designed to meet the specific teaching and learning needs of the schools and staff under the board's jurisdiction.

Consultant Services

The primary goal of the board's learning resources co-ordinator or consultant is to provide leadership in the development of effective resource-based programs in all schools within the school system. In fulfilling this role, the learning resources consultant acts in an advisory capacity to help the school partnership to:

- plan and implement library resource centre programs and services;
- plan facilities for library resource centre services and programs;
- plan and implement in-service programs for members of the school staff;
- determine library resource centre staffing needs;
- design learning activities using a wide variety of learning resources;
- develop a learning materials selection policy;
- select and purchase appropriate learning resources;
- establish policies and procedures for managing learning materials;
- organize learning resources for efficient retrieval;
- develop a learning-skills continuum;
- design and produce new learning resources;
- co-operatively plan and evaluate student learning experiences;
- interpret and communicate library resource centre needs to principals, supervisory officers, trustees, and parents.

Research and Development

The quality of the school's library resource centre program is enhanced by systematic research, ongoing assessment, and long-range planning. The learning resources co-ordinator or consultant provides leadership through the co-ordination and development of system-wide resource centres and information services. In undertaking these responsibilities the learning resources co-ordinator:

- assesses the needs of the system and provides clear plans on how these needs may be met;
- formulates long-term plans for resource centre growth;
- plans for applied field research, pilot projects, and other types of investigation in order to develop techniques that will improve resource centre programs;

- promotes the utilization of technology and modern information storage and retrieval methods to facilitate the work of the technical support staff and to develop efficient circulation systems, library catalogues, and reference services at the board and school level;
- provides guidance for library resource centre program evaluation and initiates system-wide evaluation;
- initiates policies for board consideration (e.g., on selection of resources, staffing, community use, budgets);
- develops in-service programs for teacher-librarians, curriculum consultants, principals, teachers, and superintendents;
- regularly communicates with school administrators, trustees, and parents about learning resources and library resource centre programs.

Curriculum Support Services

The educational commitment of board library and media personnel is to assist teachers, teacher-librarians, resource teachers, consultants, and administrators in improving the quality of instruction and to help in the development of educational programs in which learning resources are matched to individual learner needs and interests. In fulfilling this role the board library and media staff work towards establishing a central library resource centre that provides a collection of:

professional resource materials for teachers, teacher-librarians, board consultants, resource teachers, and administrators;

- reference materials that provide information beyond that usually available in an individual school;
- local and provincial curriculum guidelines and units of study;
- aids for use in selecting learning materials for purchase;
- archival materials of importance to the school system;
- bibliographies of curriculum-related and professional resources;
- materials such as 16 mm films that are too expensive to be purchased by individual schools and/or too specialized to be used frequently in any one school;
- curriculum-related learning materials that can be borrowed by schools on a short-term basis to support specific units of study;
- media required by board resource personnel for demonstration purposes, workshops, and in-service programs;
- displays or preview collections of professional materials and learning resources for students.

Technical Support Services

The aims of board library and media personnel in establishing technical support services are to facilitate the use of resource materials and to produce or reproduce resource materials. These services might include:

- cataloguing and processing print and non-print materials if cataloguing is not available from other sources;
- maintenance and repair of learning materials and equipment and/or contractual arrangements for equipment repair;
- circulation and distribution of learning resources and equipment;
- production services (e.g., films, videotapes, photographs);
- legal reproduction from master copies;
- printing;
- provision of lists of recommended library resource centre supplies and equipment;
- co-ordination of bindery services;
- provision of training programs for technicians, clerical aides, and volunteers;
- regular assistance to school library resource centres from itinerant technicians working out of the district library resource centre.

Co-operative Sharing Services

Library and media co-ordinators and consultants at the board level are able to facilitate and co-ordinate arrangements for the sharing of materials and information resources to meet system-wide school needs. The sharing of resources within a school network is not a new concept. Teachers' sharing ideas within a single school, two neighbouring schools' sharing a video camera, a board-wide sharing scheme, an interboard agreement to fund and administer a central film library, and a school library resource centre's obtaining reprints of magazine articles from the local or regional public library are approaches that have been used in the past. Such sharing may be done on an informal basis or may be developed into networks or systems that facilitate information and resource sharing. As well, the sharing may not be restricted to libraries; it can include museums, art galleries, community information agencies, professional associations, and government agencies.

Such sharing of information can be accomplished with as little equipment as a telephone. Information about media holdings, for example, can be exchanged in a variety of forms, from typed lists reproduced on paper to microfiche catalogues or machine-readable data bases. Sharing might also take on a sophisticated form such as participation in networks that provide on-line cataloguing and bibliographic data.

School- and board-operated library resource centres may contribute their share to a network by providing access to their film and videotape collections, to materials specially selected to meet the needs of exceptional children, to computer programs or information about programs available, to professional resources and reference services, or to any materials not otherwise available to the other participants in the network.

Board resource centre personnel can play a major role in developing networks and systems for sharing resources and information through the co-ordination of the following:

- interlibrary sharing of material and information among all schools within the board or on a family-of-schools basis;
- sharing of resources and information with other school boards;
- resource-sharing arrangements with local public libraries, library systems, and other community resources and agencies;
- participation in provincial and national information- and resource-sharing networks;
- sharing of computer programs and/or information about available programs;
- meetings and conferences through which professionals from a variety of library and community agencies may share information and ideas;
- board participation in networks that share cataloguing and bibliographic information that facilitate the organization of library resources.

In these ways the board-operated resource centres and services can foster the school partnership and can be the vehicle through which schools may obtain the help and encouragement needed to experiment, to test new ideas and technology, and to develop school library resource centres that are not isolated from the mainstream of education and librarianship.

6. Selected Resources for Further Investigation

The Library Resource Centre

General Materials

Davies, Ruth Ann. *The School Library Media Program: Instructional Force for Excellence*. 3rd ed. New York: R.R. Bowker, 1979.

Discusses the role of the library media program in supporting the various teaching and learning activities of the school. Other useful topics include evaluating the effectiveness of the library media program and the teaching role of the library media specialist. Appendixes to the book provide practical suggestions and examples.

Martin, Betty, and Carson, Ben. *The Principal's Handbook on the School Library Media Center*. Hamden, Conn.: The Shoe String Press, 1981.

Originally published by Gaylord Professional Publications, this book provides basic information to help the principal understand the role of the library-media centre. Technical aspects of the operation and administration of the centre are discussed briefly as are suggestions for evaluation.

Read, Joan. "Learning Opportunities in the Library-Resource Centre: New Challenges for the 80's". *Reviewing Librarian* 6 (December 1980 – March 1981), pp. 38-39.

Discusses the shared responsibility of the superintendent, principal, classroom teachers, and teacher-librarian in developing library resource centres that make an impact on the school's educational program. An example is given of how one small school in rural Ontario was able to develop a school partnership that integrated the library resource centre with the school program.

Resource Centre Programs

Baker, D. Phillip. *School and Public Library Media Programs for Children and Young Adults*. Syracuse, N.Y.: Gaylord Professional Publications, 1977.

Assisted by an advisory group of specialists in work with children and young people, Phillip Baker has selected fifty multimedia programs as models of innovation and educational excellence.

Baskin, Barbara H., and Harris, Karen H. *Books for the Gifted Child*. New York: R.R. Bowker, 1980.

Includes background material on the gifted in society, the identification of the gifted, and the intellectual aspects of the reading experience. The last section contains an annotated list of juvenile books considered to be particularly appropriate for gifted students.

Blostein, Fay. *Invitations, Celebrations: A Handbook of Ideas and Techniques for Promoting Reading in Junior and Senior High Schools*. Toronto: Ontario Library Association, 1980.

A useful book for teachers and teacher-librarians who are interested in establishing "reading as an accessible and acceptable commonplace in the lives of otherwise reluctant or hesitant readers".

Clendening, Corinne P., and Davies, Ruth Ann. *Creating Programs for the Gifted: A Guide for Teachers, Librarians and Students*. New York: R.R. Bowker, 1980.

Provides ideas for designing, structuring, implementing, and evaluating school and library programs for the gifted and talented. Some model programs are included.

Miller, Larry. "School Librarians and the Teaching of Reading". *Canadian Library Journal* 37 (April 1980), pp. 111-13.

A reading specialist outlines the unique contribution that the teacher-librarian can make to the school's reading program.

Pilkey, Doris. *A Library Pocketful*. Published privately. Available from Mrs. Pilkey, 40 Windridge Drive, Markham, Ontario L3P 1V1.

A collection of useful and imaginative ideas for elementary school teachers and teacher-librarians.

Rubinstein, Robert E. "Service: The Library's Name and Game". *Media and Methods* 18 (October 1981), pp. 8-9.

This brief overview of the library program in a junior high school describes the dynamic role that the resource centre plays in assisting students with the development of reading, viewing, and listening skills and in providing opportunities for the enjoyment of all types of media.

Guides to Library Resource Centre Development

Alberta Teachers' Association, Learning Resources Council. "Guidelines for Alberta School Librarians". *Alberta Learning Resources Journal* 4, no. 2 (1981), pp. 1-44.

The Alberta guidelines have been published in this special edition of the *Alberta Learning Resources Journal*. The guidelines deal with suggested quantitative standards for personnel, collections, budget, equipment, and facilities. Statements on selection and evaluation, co-operation, policies, district services, programs, and roles and responsibilities are included.

Branscombe, Frederic R., and Newsom, Harry E., eds. *Resource Services for Canadian Schools*. Toronto: McGraw-Hill Ryerson, 1977.

Prepared co-operatively by the Association for Media and Technology in Education in Canada and the Canadian School Library Association, this book provides basic background information to assist boards and individual schools in the development of appropriate school-library media services.

British Columbia, Ministry of Education. *Sources and Resources: A Handbook for Teacher-Librarians in British Columbia*. Victoria: Ministry of Education, British Columbia, 1978.

Many important aspects of school library development are covered, such as the role of the teacher-librarian and of support staff, school library policy, and the selection, acquisition, organization, and circulation of learning resources. The appendix provides some useful bibliographies and a sample policy for the selection of learning resources.

Management of the Library Resource Centre

Kogon, Marilyn H., and Whalen, George. *Organizing the School Library: A Canadian Handbook*. Toronto: McGraw-Hill Ryerson, 1980.

An up-to-date guide to the technical aspects of acquiring, cataloguing, and circulating print and non-print library resources.

PRECIS *Indexing: The Development of a Working Model for a School Library Cataloguing/Information Retrieval Network Using the* PRECIS *Subject Index System*. Aurora, Ont.: York County Board of Education, 1981.

Co-principal investigators Audrey Taylor, Head Librarian, Aurora High School, and Brian Burnham, Chief Research Officer, York County Board of Education, present a clear report of the history of the Aurora PRECIS project from 1972 to the present time. An expansion of the project to include some elementary school libraries demonstrates the potential of the system as a network for providing cataloguing information and for providing students with better subject access to the resource centre collection.

Teacher Use of the Library Resource Centre

Blair, Shirley. "Teachers and the School Resource Centre". *Canadian Library Journal* 35 (April 1978), pp. 93-100.

The author, drawing heavily on research and studies of library use, discusses eight major factors that affect teacher use of the school resource centre.

McCoy, Lynda, et al. *Teacher Utilization of Secondary School Libraries*. Ottawa: Ontario Secondary School Teachers' Federation, District 43, Library Subject Council, 1979.

This field research was an attempt to isolate the variables that influence teacher use of secondary school libraries in the Carleton Board of Education. The survey instrument and an extensive bibliography are included. This document is also available from ERIC.

Martin, Betty, and Sargent, Linda. *The Teacher's Handbook on the School Library Media Center*. Hamden, Conn.: The Shoe String Press, 1980.

A practical guide for teachers faced with the problems of what materials to use and how to use school library services.

Nordling, Jo Anne. *Dear Faculty: A Discovery Method Guidebook to the High School Library*. Westwood, Mass.: F.W. Faxon, 1976.

Although the examples used are American, this publication gives a variety of ideas for secondary school teachers.

The Role of the Teacher-Librarian

Burdenuk, Eugene. "The Teacher Librarian as an Integral Member of the School Staff". *Expression* 1 (Autumn 1977), pp. 16-17.

This article, addressed to teacher-librarians, outlines strategies for their becoming more involved in the teaching program of the school.

Canadian School Library Association. *The Qualifications for School Librarians*. Ottawa: Canadian School Library Association, 1979.

Prepared by the CSLA's Ad Hoc Committee on Qualifications for School Librarians in 1978-79. This position paper, which outlines the competencies required by a teacher-librarian, has been published in several professional journals including *Emergency Librarian* 6 (May–August 1979), pp. 5-9; *Moccasin Telegraph* 22 (Fall 1979), pp. 11-15; and *The Revolting Librarian* 7 (Summer 1980), pp. 3-7.

———. *A Recommended Curriculum for Education for School Librarianship*. Ottawa: Canadian School Library Association, 1981.

This publication, prepared for the CSLA by the Committee to Develop a Model Curriculum for Education for School Librarianship, suggests educational programs that reflect the competencies outlined in *The Qualifications for School Librarians*. This curriculum is also published in *School Libraries in Canada* 1 (Summer 1981), pp. 3-11.

Grazier, Margaret Hayes. "The Curriculum Consultant Role of the School Library Media Specialist". *Library Trends* 28 (Fall 1979), pp. 263-79.

This examination of the role and the role perception of the teacher-librarian in curriculum development is based on research and school library standards.

Hambleton, Alixe. "Static in the Educational Intercom: Conflict and the School Librarian". *Emergency Librarian* 6 (May–August 1979), pp. 5-7.

Dr. Hambleton presents some of the results of the research she conducted in selected elementary schools in central Ontario to examine the perceptions that principals, teachers, and teacher-librarians have of the role of the teacher-librarian, the relationship between the extent of role conflict and effective performance in teaching, and the relationship between the teacher-librarian's personality and the extent of role conflict.

Haycock, Ken. "Getting to First Base: Developing Support From School Principals". *School Libraries in Canada* 1 (Spring 1981), pp. 17-18.

Techniques are presented that should help the teacher-librarian develop better communication skills and more clearly articulate to the school principal the role of the library resource centre.

———. "The Role of the School Librarian as a Professional Teacher: A Position Paper". *Emergency Librarian* 8 (May–June 1981), pp. 4-11.

Provides a clear statement of the teacher-librarian's role in co-operative program planning and in co-operative teaching activities with classroom teachers. The article states that "scheduled library science classes are inappropriate and no longer offered where effective programs predominate".

Jobe, Ronald. "Teacher-Librarian Collegiality: Strategies for Effective Influence". *Emergency Librarian* 7 (March–June 1980), pp. 5-8.

Presents practical suggestions for teacher-librarians on how to develop a successful working relationship with classroom teachers and make the library resource centre a meaningful part of educational programs.

Vandergrift, Kay E. *The Teaching Role of the School Media Specialist*. School Media Centers: Focus on Issues and Trends, no. 3. Chicago: American Library Association, 1979.

This booklet, one of a series on school media centres, focuses on the school librarian's involvement in teaching, staff development, and evaluation.

Wehmeyer, Lillian B. *The School Librarian as Educator*. Littleton, Colo.: Libraries Unlimited, 1976.

Provides a rationale for the teacher-librarian's role in resource-based learning and practical suggestions for integrating the library resource centre in such learning.

The Use of Media in Learning Programs

Beswick, Norman. *Resource-Based Learning.* London: Heinemann Educational Books, 1977.

Outlines the objectives of resource-based programs and develops the concept of a partnership between the teacher and teacher-librarian in the implementation of these programs.

Brown, James W., and Lewis, Richard B., eds. *Audio-Visual Instruction: Technology, Media and Methods.* 5th ed. New York: McGraw-Hill, 1976.

This basic text will help teachers in making effective use of print materials, audio-visual resources, and new technology in developing instructional programs for students.

Cassie, J.R. Bruce, and Styles, Ken H. "Reviewing and Selecting Books and Learning Materials for School Use". *Education Canada* 21 (Fall 1981), pp. 12-15.

Provides "a comprehensive list of criteria that should serve as a basis for intelligent review and selection of books and materials for use in schools".

Clark, Francis E., and Angert, Jay F. "Teacher Commitment to Instructional Design: The Problem of Media Selection and Use". *Educational Technology* 21 (May 1981), pp. 9-15.

This article critically reviews research on the selection of learning resources used in curriculum planning. An extensive bibliography is included.

Dunn, Kenneth, and Dunn, Rita. *Teaching Students Through Their Individual Learning Styles: A Practical Approach.* Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Provides ideas on how to identify individual learning styles and how to design classroom programs that are geared to each student's style of learning.

Gerlach, V.S., and Ely, D.P. *Teaching and Media: A Systematic Approach.* 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, 1980.

In this book, based on the rationale that teaching must be designed around what the learner is to do, produce, or become, the authors illustrate the principles of resource-based learning.

Johnson, Alex B., and Fiscus, Edward D. "Media and Mainstreaming: Partners in Providing Appropriate Education for the Handicapped". *Educational Technology* 20 (December 1980), pp. 15-17.

Suggests factors for classroom teachers to consider when selecting appropriate media to be used in programs for handicapped students.

Lieberman, Michael; McFadden, Nancy Gale; and Steeves, Graham. *Computers Don't Byte: A Starting Point for Teachers Using Computers.* Toronto: Ontario Secondary School Teachers' Federation, 1981.

A practical booklet that provides basic information on such topics as the educational applications of computers, computer technology, languages, and buying a microcomputer. Included also are lists of books, periodicals, audio-visual resources, organizations and users' groups, continuing education programs about computers, and a glossary of computer terms.

Morrow, James, and Suid, Murray. *Media and Kids: Real-World Learning in the Schools.* Rochelle Park, N.J.: Hayden Book Co., 1977.

Describes ways in which elementary school students may report their research in a variety of formats.

Perry, Nancy M., and Perry, Tom. "Media: Selection of the Fittest". *Educational Technology* 21 (April 1981), pp. 23-27.

The authors review the reasons for using media to meet desired learning outcomes. This is a useful article for any teacher who is beginning to move from the textbook towards resource-based programs.

Smith, Janice. "Media Services for Gifted Students: An Overview". *School Media Quarterly* 8 (Spring 1980), pp. 161-78.

"It is through a resource-based program with active involvement of the teacher-librarian that gifted students become self-actualized learners and participants in the life-long process of learning."

Taylor, Anne. *Hands On: A Media Resource Book for Teachers.* Rev. ed. Toronto: National Film Board of Canada and Macmillan of Canada, 1980.

Teachers who need practical techniques on how to involve students in media production will find this book invaluable.

Trotz, Frank. *Beginnings: Television in Your Classroom.* Toronto: TVOntario, 1981.

This publication is designed to provide television-based lesson models for secondary school teachers in the curriculum areas of English, dramatic arts, geography, history, guidance, family studies, health, and science.

Learning Skills

Bell, James B., and Corbett, Edward P.J. *The Little English Handbook for Canadians*. Toronto: John Wiley and Sons, 1977.

This book, designed for Senior students, provides guidance on essay style and language usage.

Brown, Diane. *Notemaking*. Toronto: Gage Publishing, 1977.

The author, believing that 80 per cent of essay-writing technique can be learned, provides a logical format for notemaking methods, studying, researching, writing, and communicating.

———. *Notemaking Teacher's Manual*. Toronto: Gage Publishing, 1981.

Provides suggestions for both a Senior- and Intermediate-level program, a course outline, and tests for twelve modules.

The Elementary Library Media Skills Curriculum, Grades K-6. Albany, N.Y.: The State Education Department, Bureau of School Libraries, 1980.

Although geared specifically for New York state, this guide for teaching skills outlines specific skills and the grades at which they could be taught and reinforced. Bibliographies are included.

Free, Jean; Sidorchuck, Ruth; and Willoughby, Brenda. *Creative Research Activities With the New Book of Knowledge*. Toronto: Grolier, 1981.

A useful book for teachers and teacher-librarians who are teaching research skills in the Primary and Junior Divisions. Although the title suggests that this book is to be used with the *New Book of Knowledge*, almost all of the activities are designed to be used with other resources as well. There is a sequential skills chart in the front of the book which lists learning skills at three levels of difficulty that are related to using books, collecting and organizing information, and reporting. The book then suggests activities that may be used with students at each of these three levels.

Lubans, John, ed. *Progress in Educating the Library User*. New York: R.R. Bowker, 1978.

Beginning with a chapter entitled "Seeking a Partnership between the Teacher and the Librarian", the book highlights programs in learning skills in elementary and secondary schools, as well as in university and public libraries.

Polette, Nancy. *Developing Methods of Inquiry: A Source Book for Elementary Media Personnel*. Metuchen, N.Y.: Scarecrow Press, 1973.

Discusses both the development of policies and the requirements for good school library resource centre programs. The book provides many practical ideas on topics such as reading guidance, skills for independent study, and setting up a community resource file.

The Research Paper Made Easy: From Assignment to Completion (kit). White Plains, N.Y.: The Centre for Humanities, 1977.

One of a number of carefully designed slide-sound presentations on research, library use, and learning skills. This program may be useful to teachers of Senior Division students.

Sawtell, Tom. "Help Your Students to Learn How to Study". *The B.C. Teacher* 61 (January/February 1982), pp. 100-2.

Working from the premise that "teaching students how to learn is far more important than the teaching of the content of the course", the author describes how students can be taught "study reading".

Walker, H. Thomas and Montgomery, Paula K. *Teaching Media Skills: An Instructional Program for Elementary and Middle School Students*. Littleton, Colo.: Libraries Unlimited, 1977.

Contains a sequence of media-skills objectives and many units of study, which are organized according to objective, level, learning strategy, resources, and activities.

The Wisconsin Library Media Skills Guide. Madison, Wis.: Wisconsin School Library Media Association, 1979.

This well-developed skills continuum lists objectives, activities, necessary resources, and evaluation techniques for each suggested skill. Copies are available from the Wisconsin Library Association, 201 West Mifflin Street, Madison, Wisconsin 53703.

Curriculum Design

Briggs, Leslie J., and Wager, Walter W. *Handbook of Procedures for the Design of Instruction.* 2nd ed. Englewood Cliffs, N.J.: Educational Technology Publications, 1981.

This text emphasizes the interdependence of instruction in five domains: intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes. Instructional-curriculum maps are presented along with learning hierarchies as a means of organizing and sequencing entire courses, course units, and lessons.

Connelly, F. Michael; Dukacz, Albert A.; and Quinlan, Frank, eds. *Curriculum Planning for the Classroom.* Ontario Institute for Studies in Education Symposium Series, no. 11. Toronto: OISE Press, 1980.

"This book attempts to provide . . . teachers with ideas and guidelines to enable them to heighten their awareness of the scope of curriculum study, encounter some new and perhaps challenging concepts, learn more about curriculum planning procedures, and in the end produce better curriculum materials."

Fullan, Michael, and Park, Paul. *Curriculum Implementation: A Resource Booklet.* Toronto: Ministry of Education, Ontario, 1981.

Presents findings of a research project funded under contract by the Ministry of Education, Ontario. The authors have examined both research literature about curriculum implementation and current practices in Ontario to present guidelines and suggestions for curriculum implementation. Factors that affect the success or failure of implementation plans, strategies for planning implementation, and observations on how different educational groups can support such activities are included.

Hunt, David. "Learning Styles and Student Needs: An Introduction to Conceptual Level". In *Student Learning Styles: Diagnosing and Prescribing Programs,* edited by Thomas F. Koerner. Reston, Va.: National Association of Secondary School Principals, 1979.

Dr. Hunt, a leading Canadian authority on learning styles, illustrates how the "process" is important in developing successful learning activities.

Leithwood, Kenneth A., ed. *Studies in Curriculum Decision-Making.* Toronto: OISE Press, 1981.

Three chapters focus on the role of the teacher as an agent of change. The book also examines how principals, superintendents, consultants, and others involved in management can influence curricular decision-making. Finally, a number of contributors suggest what positive steps might be taken to make the curriculum more responsive to the needs of society.

Lynch, John; St. Amand, Doris; and Wheeler, Don. *Curriculum Implementation: To the Ministry With Love.* Toronto: Ontario Secondary School Teachers' Federation, 1979.

Beginning with background information on the Ontario curriculum scene, this handbook defines curriculum implementation, suggests methods for implementation, and outlines assessment techniques. Examples from the Leeds and Grenville County Board of Education and commentary by Kenneth Leithwood are included.

Pratt, David. *Curriculum: Design and Development.* New York: Harcourt Brace Jovanovich, 1980.

Provides a thorough analysis of research in curriculum design and practical methods for putting these ideas and concepts into practice.

Sackney, Larry A. "Administrative Dilemmas of the Principal". *The A.T.A. Magazine* 61 (May 1981), pp. 4-7.

Although not specifically geared to the principal's role in curriculum development, this article discusses the leadership aspects of that role. The principal is defined as a systems analyst, adapter, and instructional leader.

A Selected List of Ministry Documents

Ontario, Ministry of Education. *Evaluation of Student Achievement: A Resource Guide for Teachers.* Toronto: Ministry of Education, Ontario, 1976.

———. *Language Across the Curriculum.* Curriculum Ideas for Teachers. Toronto: Ministry of Education, Ontario, 1978.

———. *Research Study Skills.* Curriculum Ideas for Teachers. Toronto: Ministry of Education, Ontario, 1979.

Ontario, Ministry of Education and Ministry of Colleges and Universities. *Issues and Directions: The Response to the Final Report of the Commission on Declining School Enrolments in Ontario.* Toronto: Ministry of Education, Ontario, and Ministry of Colleges and Universities, Ontario, 1980.

Some Canadian Periodicals Relevant to Librarianship

Canadian Journal of Educational Communications Technology. Association for Media and Technology in Education in Canada. Quarterly.

This publication (formerly *Media Message*) is available to members of AMTEC. It provides information about the association and about the use of educational media and technology.

Emergency Librarian. Dyad Services, P.O. Box 4696, Station D, London, Ontario N5W 5L7. 5 issues per year.

A professional journal for librarians and educators working with children and young adults in school and public libraries.

The Revolting Librarian. Ontario School Library Association (Ontario Library Association), 73 Richmond Street West, Suite 402, Toronto, Ontario M5H H1Z. Quarterly.

This journal of the Ontario School Library Association, with its companion, *The Reviewing Librarian*, provide information about current issues and reviews of new materials.

School Libraries in Canada. Canadian School Library Association (Canadian Library Association), 151 Sparks Street, Ottawa, Ontario K1P 5E3. Quarterly.

This journal of the Canadian School Library Association, a division of the Canadian Library Association, is sent to all members of CSLA and is also available by annual subscription. It provides articles and information on school librarianship and the activities of CSLA.

Strategy. Libraries and Learning, Inc., 284 Avenue Road, Toronto, Ontario M4V 2G7. 21 issues per year.

Published every two weeks except during July and August, *Strategy* provides ideas, programs, and activities for junior and senior high school libraries.